DOCUMENT RESUME

ED 159 121 95 SO 011 145

TITLE	Selected Bibliography of Egyptian Educational Materials, Vol. 3, No. 2, 1977.
INSTITUTION	Al-Ahram Center for Scientific Translations, Cairo (Egypt).; Documentation Centre for Education, Cairo (Egypt).
SPONS AGENCY	National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO	TT-77-59000/2
PUB DATE	78
NOTE	106p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For a related document, see SO 010 958
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Adult Education; *Annotated Bibliographies; Art Education; *Comparative Education; Educational Administration; *Educational Development; *Educational Needs; Educational Objectives; Educational Philosophy; Educational Planning; *Educational Practice; Educational Problems; Elementary Secondary Education; Foreign Countries; Higher Education; Language Instruction; Literacy Education; Primary Education; Religious Education; Teacher Education; Vocational Education
IDENTIFIERS	*Egypt

ABSTRACT

The annotated bibliography identifies 134 selected educational materials from Egypt published during 1977. The materials are drawn from Egyptian newspapers, journals, government publications, and university research reports. The entries are organized into 54 categories, including Art Education, Arabic Language, Commercial Schools, Curricula, Educational Administration, Educational Planning, Illiteracy, Examinations, Faculties and Universities, Foreign Languages, Mathematics, Mosques, Philosophy of Education, Primary Education, Private Tutoring, School Libraries, School Theatre, Science Curricula, Secondary Education, Teacher Training, Textbooks, Vocational Training, and Youth. Indexes of authors and sources conclude the bibliography. (AV)

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TT 77-59000/2

SELECTED BIBLIOGRAPHY OF EGYPTIAN EDUCATIONAL MATERIALS

Vol. 3, No. 2, 1977

Prepared Under the Special Foreign Currency Program of the U.S Office of Education, Department of Health, Education and Welfare and Published Pursuant to an Agreement with the National Science Foundation, Washington, D.C. by the Al-Ahram Center for Scientific Translations.

Cairo, Egypt

1978

SO 011 145

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AL-AZHAR UNIVERSITY

1. 'Issa, Abdul Aziz Mohamed, "Qissat Al-Sanah Al-Ta'hiliyyah Bi-Jami'at Al-Azhar", (The Preparatory Year at Al-Azhar University), Cairo, Committee of Azhari Education, National Council of Education, Scientific Research and Technology, 1977, 38 pages.

Following an introduction on the role of Al-Azhar in Islamic history and culture and the impact of the Azhari systems of education on the systems of university education in the world, the study enumerated the causes for the enactment of Law No. 103 of 1961 whereby Al-Azhar and the bodies affiliated thereto were reorganized.

The study indicated the aims contemplated through the introduction of a preparatory year, saying that this year was intended to qualify holders of the General Secondary Certificate to join Al-Azhar University. It is for this that enrollment in this preparatory year is confined to General Secondary Certificate holders to the exclusion of all other holders of Azhari Secondary Certificates.

According to this study, the admission examinations held were contrary to the provisions of Law No. 103 of 1961. It showed how this had its bearing on the existing Azhari institutes and on the creation of an Institute for Preparation and Orientation intended to qualify students desirous of joining Al-Azhar's academic institutes.

The study evaluated this Institute for the Preparation and Orientation of students, showing to what extent it qualifies for pursuing Islamic studies.

The study dealt, in conclusion, with the causes for the abolition of this Institute, having been a failure in attaining its targets, saying that the preparatory year was introduced instead of it as from the academic year 1967/68. It showed the shortcomings of the preparatory year and the methods of overcoming them.

ARABIC LANGUAGE

2. 'Abdul Latif, Mohamed Fahmi, "Ma'saat Al-Lughah Al-'Arabiyyah", (Tragedy of the Arabic Language), "Akhbar Al-Yom" newspaper, 25th year, Issue No. 770, (May 4, 1977), p. 12.

Commenting on the Department of Arabic Language in the Faculty of Arts, the writer said that no interest is shown on the part of students to join this Department at a time when the foreign language departments are complaining from the heavy demand thereon.

The writer then enumerated the reasons which drive students away from the Arabic Language Department, mentioning in particular the modest social position of Arabic language teachers.

He went on to indicate the duty of the State in studying this problem from all aspects, with a view to ending this tragedy from which the Arabic language suffers. He then related the justifications for the re-establishment of special institutes for Arabic language studies.

Development of

3. National Council for Education, Scientific Research and Technology, Committee on General Education and Training, "Report and Proposals of Arabic Language Committee", Cairo 1977, 8 stencil pages.

After reviewing aspects of the discussions which took place in the Committee's sixteen meetings during the 1976/77 session, the report reviewed the recommendations and proposals which the Committee adopted with a view to undermining Arabic language problems and simplifying Arabic writing and grammar.

In this respect, the report dealt with the general framework of the language, the simplification of writing and dictation and the availability of dictionaries.

Two appendices are adjoined to the report, one listing the names and functions of the Committee members and the second listing the papers, studies and reports submitted by the members and other experts. The minutes of the Committee's sixteen meetings are also given in the second appendix.

Teaching of

4. Younes, Fathi Ali Ibrahim, "Min Mushkilat Ta'leem Al-Lughah Al-'Arabiyyah", (Problems of Arabic Language Teaching), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No.2, (April 1977), pp. 67-73.

The writer began his article with an introduction in which he stressed the importance of Arabic language from religions, cultural and social aspects. He then reviewed the problems which encountered the Arabs in their endeavours to invigorate and revive the Arabic language so as to enable it to live up to the requirements of our modern renaissance.

He went on to describe the developments which took place and which had a far-reaching effect on the whole concept of Arabic language teaching, explaining the new philosophy and showing to what extent Arabic teaching in Egyptian schools was successful.

Here, the writer dwelt upon the problems of language teaching saying that the first problem was that Arabic teaching, as a school-built curriculum, did not rely on any practical or experimental practice. The second problem is that Arabic is taught as separate branches, saying that such division is wrong and proposing some suggestions aimed at eliminating any faulty teaching procedures.

5. Younes, Fathi, "Min Mushkilat Ta'leem Al-Lughah Al-'Arabiyyah; Al-Ahdaf Al-Ta'leemiyyah Wal-Tajreeb", (Problems of Arabic Language Teaching; Educational Targets and Experimentation), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 3, (June 1977), pp. 40-49.

Following an outline of the important points dealt with in an earlier article by the same writer on problems of Arabic language teaching, he explained the educational aims which direct educational endeavours and ensure that their effect continues to operate in the individual's life. The writer emphasized the conditions governing the formulation of educational targets and mentioned the aims contemplated from teaching the various branches of Arabic language in the different stages of education.

Reviewing the experiments undertaken in Egyptian schools to improve Arabic language teaching, the writer mentioned in particular the experiment carried out in 1929 by Urman Model School to evaluate Arabic teaching in the third year primary and the experiment undertaken by El-Noqrashi Preparatory School in the year 1956/57 to evaluate teaching in the first year preparatory.

He described the steps taken to conduct both experiments and the results obtained from each.

Writing of

6. A.R.E., National Council for Education, Scientific Research and Technology, Committee on General Education and Training, Committee on Arabic Language and Methods for Developing It, "Experiment for Simplifying Arabic Writing", Cairo, 1977, 2 pages plus supplements in stencil form.

This report reviews and analyses the results of the final tests concluded in April 1976.

In its first part, the report indicated the number of students enrolled in the experimental classes, while the second indicated the number of those who sat for examination in silent reading, writing, arithmetics, reading aloud, religion and general cultural information.

The second part also reviewed the percentage of successful students among the first group who studied in classes following the system of simplified alphabet, the second group followed studies according to the simplified system devised by the Arabic Language Academy in Cairo, while the third group followed studies taught in the traditional alphabet.

Three appendices are annexed to the report; one indicating the shape taken by the simplified alphabet where Arabic letters take only one form in writing and in printing, the second appendix demonstrates the alphabet letters as proposed by the Arabic Language Academy's Committee on Simplifying Arabic Writing in 1960 and the third contains speciments of the traditional alphabet currently in use.

ART EDUCATION

7. Ibrahim, Leila Hosni, "Mafhum Al-Khibrah fil-Tarbiyah Al-Fanniyyah Wa-Atharuha fil-Numuw Al-'Aqli Wal-Nafsi Wal-Hissi Lil-Muta'allim", (The Concept of Experience in Art Education and its Impact on the Mental, Psychological and Sensual Growth of the Student), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 3, (June 1977), pp. 69-72.

The writer began her article by talking on the significance of experience and its concept as expounded by some philosophers.

She then dealt with the concept of art experience, showing the meaning of mental experience in art education and describing the facets of mental activity among students. She also described how students develop imaginative and mental abilities and pointed to the role of art education in developing the student's psychology and demonstrating their emotional reaction.

Concluding her article, the writer talked on the sensual experience acquired by students, whether visual, acoustic or through touch, pointing to the manner in which senses could be trained and developed so as to become receptive to aesthetic influences.

8. A.R.E., Ministry of Education, Cabinet of the Art Education Advisor, "Al-Jadid fil-Tarbiyah Al-Fanniyyah fil-'Aam 1976/77", (What is New in Art Education in 1976/77), Cairo, 1977, 6 typewritten pages.

- Report submitted to the Educational Documentation and Information Agency for compiling the Annual Report on the Development of Education during 1976/77.

The report began with a review of the aims of art education and how they relate to the general aims of the State.

It then reviewed the curricula in each of the primary, preparatory and secondary stages, indicating the new subjects introduced therein and the aims contemplated by such new subjects.

The report further reviewed the teaching methods, educational aids and text books of art education, indicating as well the role of inspectors and of guidance and follow-up in promoting all levels of student art activities.

The problems encountered in developing art education are related in the report together with a description of the steps taken to overcome them.

AZHARI INSTITUTES

9. Al-Azhari, Ibrahim, "Al-Azhar Wal-Da'm Al-'Arabi", (Al-Azhar and Arab Subsidies), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8520, (April 26, 1977), p. 5.

At the beginning of his article, the writer explained that the financial subsidy granted to Al-Azhar by some Arab countries has been instrumental in raising the standard of Al-Azhar's institutes and faculties and developing their educational programmes in such a fashion as to correspond to the requirements of our modern circumstances.

He went on to suggest other fields for spending the Arab subsidy.

These fields include supplying Al-Azhar with the much needed equipment, instruments and laboratory facilities which require the expenditure of a large outlay of capital, assisting Al-Azhar University in Assiut to meet its financial difficulties and providing school meals in Azhari institutes to encourage rural children to join them.

The writer further showed the need for utilizing this subsidy in improving the conditions of the teaching bodies and demonstrators in Al-Azhar's institutes and faculties.

Concluding his article, he said that those entrusted with the spending of the subsidy should exercise meticulous care in ensuring that these funds are properly spent.

COMMERCIAL SCHOOLS

Establishment of

10. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 110 Dated June 27, 1977 in Connection with the Establishment of Three Commercial Secondary Schools for Majors in Hotel Affairs (3-Year System)", Cairo, Cabinet of the Minister, Minister of Education, 1977, 3 stencil pages.

This Resolution consists of thirteen articles and an appendix.

The first article lists the schools which, pursuant to this Resolution, will be transformed into Commercial Secondary Schools specialized in hotel affairs.

Articles 2 and 3 specify the schools' name, their duration of study and conditions of enrollment.

The fourth article provides for co-education in these schools.

Article 5 elaborates the system of study, while the sixth article provides for the application of the programme of study contained in the attached appendix as from the school year 1977/78.

Pursuant to Article 7, a Committee is to be formed under the chairmanship of the Ministry's Undersecretary for Technical Education and comprises two other members. The article also describes the functions of this Committee.

The eighth article deals with the curricula laid for these schools, while Article 9 indicates the manner in which qualified teachers are to be selected for taking over teaching duties in these schools. It also determines the remunerations paid to them.

Article 10 explains the schools' financial procedures.

According to Article 11, similar majoring courses may be introduced in the various Governorates by Resolution of the Ministry's Undersecretary for Technical Education.

The twelfth article stipulates that students in these schools would be subject to the same rules and regulations applicable to their counterparts in Commercial Secondary Schools.

The thirteenth and last article provides for the publication of the Resolution in the Official Gazette and specifies its effective date.

The attached appendix contains the programme of study formulated for these schools.

Organization of

11. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 111 of June 27, 1977 in Connection with the Creation of Specialized Branches for Commercial Insurance (5-Year System)", Cairo, Cabinet of the Minister, Ministry of Education, 1977, 3 stencil pages.

This Resolution consists of ten articles and an appendix.

Article 1 names the schools wherein commercial insurance branches are to be established.

The second article specifies the duration of study and the conditions of enrollment in these branches.

Article 3 deals with the syllabus, while the fourth article provides for the application of the programme of study set forth in the attached appendix as from the school year 1977/78.

Article 5 provides for the constitution of a Committee and describes the manner in which this Committee is formed and the powers entrusted therewith.

According to Article 6, a Resolution by the Minister of Education would be issued specifying the curricula and methods of training students.

Article 7 indicates the manner in which teachers would be selected to teach majoring subjects in these branches.

The eighth article authorizes the creation of other branches in any Governorate according to the community's requirements.

Article 9 indicates the relation between these schools and the Law of Technical Education No. 75 of 1970 and the Ministerial Resolutions issued thereunder.

The tenth article is concerned with the publication and implementation of the Resolution.

An appendix elaborating the system of study in these branches is appended to the Resolution.

12. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 112 Dated June 27, 1977 in Connection with the Creation of Majoring Branches in Commercial Insurance (5-Year System)", Cairo, Cabinet of the Minister, Ministry of Education, 1977, 3 stencil pages.

This Resolution consists of six articles.

Article 1 authorizes the creation of majoring branches in commercial insurance and indicates the aims contemplated from their creation.

The second article provides for the adoption of the syllabus attached to the Resolution as from the school-year 1978/79.

Article 3 decrees the constitution of a Committee, explains the manner in which it would be formed and defines its functions.

The fourth article prescribed the manner in which the curricula is to be worked out and explains the methods of training and evaluating students enrolled in these schools.

Article 5 indicates where these schools belong under the Law of Technical Education No. 75 of 1970 and the Ministerial Resolutions issued thereunder.

The sixth and last article deals with the publication and implementation of the Resolution.

The syllabus of the newly-created branches is appended to the Resolution.

COMPREHENSIVE SCHOOLS IN EGYPT

13. Mehrez, Zeinab, "Muhawalat Misr Li-Tahqiq ba'd Ittijahat Al-Ta'leem Al-Shamel", (Egypt's Endeavours to Materialize some Trends of Comprehensive Education), "Al-Thaqafah Al-'Arabiyyah", (Arab Culture), Issue No. 5, (1977), pp. 75-178.

Commenting on the development of the social and economic concepts of education in the Twentieth Century, the writer said that this development has resulted in the creation of new systems of education differing from the older systems.

The writer went on to review the outstanding features of these older systems showing how they are viewed by the modern educational concepts in advanced countries and indicating the systems adopted to materialize these concepts, such as the polytechnical system and the system of comprehensive education.

In this connection, the writer reviewed the most recent trends adopted in Egypt and indicated the steps taken for their realization, pointing to the Committee jointly constituted with the UNESCO to review the conditions of Egyptian education and endeavour to develop it.

Here, the writer reviewed the studies undertaken by this Committee with the aim of formulating a strategy for modernization and renovation, describing the desirable development projects within the framework of these strategies.

A review is also made by the writer of some suggestions adopted by the foregoing Committee in order to modernize and renew the system of secondary education within the framework of the systems of comprehensive education.

CURRICULA

14. "Al-Tarkeez 'ala Istikmal Al-Mabani Al-Madrasiyyah; Rabt Manahij Al-Ta'leem Al-Asasi Bil-Manahij", (Concentration on Completing School Buildings; Curricula of Basic Education to be Linked to Other Curricula), "Al-Ahram" newspaper, 103rd year, Issue No. 33069, (June 25, 1977), p. 6.

The article referred at its outset to the instructions sent by the Director of Education to the various Directors of Education in the Governorates to concentrate on completing integral units of school buildings, so that they would be finished during summer months. He also indicated that more interest should be given to basic education which comprises the primary and preparatory stages, indicating how curricula are to be formulated and explaining the programme of study and the school subjects requiring special care in both these stages of education.

The article also dealt with the capital outlay required for agricultural and industrial schools, adding that schools should be fully prepared to deliver text books to pupils as soon as the school year starts.

DISTINGUISHED STUDENTS

15. Riad, Wagdi, "Al-Mutafawwiqun Al-Sighaar; Ba'd 19 Duf'aah Takharrajat min Madinat Al-Mutafawwiqeen fi 'Ain Shams", (Distinguished Young Students; After the Graduation of 19 Classes from the City of Distinguished Students in 'Ain Shams), "Al-Tali'ah" magazine, 13th year, Issue No. 6, (June 1977), pp. 102-107.

This study is devoted to the distinguished student, his circumstances, life and the manner in which his distinction is determined. It also deals with the difference between a distinguished student and a talented one and shows how talented students are picked up from among distinguished students and how their progress is followed after their graduation from the school of distinguished students and until they join the university and beyond the university.

The study also reviewed the desires expressed by these distinguished students in enrolling in the various faculties and mentioned the problem of talented students who get lost on university campus, showing how this problem may be solved.

Concluding his article, the writer advanced his own suggestion for providing distinguished students with adequate care.

DROPOUTS IN PRIMARY SCHOOLS

16. Al-Semman, Ahmad Mohamed, "Al-'Awamil Al-Mu'athirah fil-Tasarrub fil-Marhalah Al-Ibtidaiyyah; Dirasah Maidaniyyah fi ba'd Muhafazat Al-Wajh Al-Qibli", (Factors Influencing Dropouts in the Primary Stage; A Field Study in some Governorates of Upper Egypt), Assiut, Department of Educational Principles, Faculty of Education, Assiut University, 1977, 321 pages + appendices.

- Dissertation submitted to the Department of Educational Principles, Faculty of Education, Assiut University for obtaining the degree of M.A. in Education.

This dissertation consists of a preliminary chapter followed by six chapters.

In the preliminary chapter, the writer stated the problem at hand, indicated the significance of studying it and explained the aims sought from this study. In the same chapter, the writer defined the terms used in his study and reviewed his assumptions and presuppositions, his tools, methods and plan.

In the first chapter, the writer reviewed the earlier studies dealing with the same subject and explained the causes of the phenomenon of dropouts as well as its consequences.

Chapter 2 is concerned with some problems of primary education, with special emphasis on the problems connected with teachers, possibilities of schools, density of classrooms, semesters, automatic promotion of pupils from one form to another and text books.

The third chapter indicated the size of the problem of dropouts in primary education on international, Arab and local levels.

Chapter 4 discussed the proportions of the problem of dropouts on a local level in the Governorates of Assiut and Qena, drawing a comparison between the magnitude of the problem in both Governorates.

In Chapter 5, the writer described the steps taken to carry out the questionnaire and analysed the results obtained from it regarding the causes of the problem of dropouts in both Governorates of Assiut and Qena.

The sixth and last chapter contains the author's findings and recommendations. These recommendations deal with teachers, curricula, teaching methods, educational aids, text books, examinations, methods of evaluation, school systems and services.

The dissertation ended with a list of references consulted by the author and a set of appendices reviewing the opinion of senior educational officers in Directorates of Education, Directors of Primary Education and Men and Women Teacher Training Colleges, inspectors, headmasters and primary education teachers on the causes within the school which encourage pupils to dropout in the primary stage.

EDUCATION

17. A.R.E., National Council for Educational Research, Agency for Educational Documentation and Information, "Report on the Development of Education in the Arab Republic of Egypt from 1974/75 to 1975/76", Cairo, 1977, 37 pages.

This report is divided into two parts.

The first part deals with the present system of education in Egypt as to the fundamental legislations regulating it, its administrative set-up, the system of financing and the educational structure with its various stages and types, including religious and higher education.

This part deals as well with the systems of evaluation, examinations, curricula, educational programmes, teacher training policies and the new plans for educational development.

The second part of the report reviews the new accomplishments made in the fields of education during the period in question, as to educational aims, systems, plans, curricula, text books, facilities and aids, teaching methods, financing, administration, systems of evaluation and examinations, whether these relate to systematic education with all its different types and levels or to non-systematic education.

This part also reviews the accomplishments made in the field of educational research and documentation and in the policies of educational reform and modernization.

Problems encountered in the expansion of the educational movement are, likewise, reviewed together with the solutions devised therefor.

Agricultural

18. A.R.E., Ministry of Education, Cabinet of the Advisor for Agricultural Education, "Tatawwur Al-Tarbiyah Al-Zira'iyyah fi Misr 'an Al-'Aam Al-Dirasi 1976/77", (*Development of Agricultural Education in A.R.E. in the Academic Year 1976/77*), Cairo, 11 typewritten pages.

-Report submitted to the Agency for Educational Documentation and Information for the preparation of the Annual Report on the Development of Education in 1976/77.

Following an introduction on the general aims of agricultural education and the specific aims of each separate educational stage, the report defined the aims contemplated by the curricula of practical education in modern preparatory schools and the aims of agricultural education in teacher training colleges.

The report then reviewed the major changes and alterations introduced in curricula in all stages, mentioning the principles observed by the Development Committees in their work. It also mentioned the requirements for putting such curricula into practice.

As regards training, the report reviewed the various levels, spheres and programmes laid and described the activities of the committees entrusted with the task of preparing new text books along the lines of the new changes made in curricula.

Basic

19. Helmi, Mustafa Kamal, "Fikrat Al-Ta'leem Al-Asasi Wa-Ahdafuhu", (The Concept and Aims of Basic Education), "Al-Rayed" magazine of teachers, 2nd year, Issue No. 2 and 3, (June-September 1977), p. 19.

This article is in fact a speech delivered by the Minister of Education in the inauguration of the workshop organized for studying basic education.

After defining basic education, the Minister reviewed what developing countries could do with their limited resources in this field.

Pointing to the shortcomings of the present system of education, the Minister said that the two major evils are fragmentation of the educational system and its division into social classes.

The Minister went on to explain the vital requirements in basic education so that it would perform its role in building up good citizens and in linking education to the human, economic, social and cultural aims of the society.

Concluding his speech, the Minister showed how basic education is connected with the Egyptian society, referring to the role of international organizations in backing up the whole idea of basic education.

Behavioural

20. El-Thawdi, Hussein Rushdi, "Al-Tarbiyah Al-Sulukiyyah Bi-kull Madrasah", (Behavioural Education in each School), "Al-Ra'ied" magazine of teachers, 2nd year, Issue No. 2 & 3, (June-September 1977), pp. 34-35.

Having explained, at the beginning of his article, the teacher's mission and the meaning of behavioural education which should be applied in schools as a matter of policy, the writer emphasized the teacher's role in elevating the already low standard of behaviour among some pupils, whether in the class or outside. He also referred to the measures to be taken with these pupils, saying that teachers should, likewise, encourage pupils who behave in a commendable manner in some situations.

The writer then explained the duty of both the teacher in promoting the behavioural patterns of pupils, saying that meetings should be held with inspectors and headmasters to determine the aims, trends and plans to be put into application.

Concluding his article, the writer defined the role of the school in encouraging teachers and social workers to improve the behavioural patterns of pupils, saying that a special record for behavioural education should be kept in each class and should, eventually, be made universal in all schools.

Child

21. Muharram, Nagwan, "Qaryah Lil-Atfal; Al-Qulub Al-Kabirah Sana'at Al-Mu'jizah", (Children's Village; Big Hearts Have Made the Miracle), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8530, (May 2, 1977), p. 8.

This article deals with the children's village which was established in Egypt in 1977.

The writer explains how the idea began, how world experts took part in its establishment, its aims, the number of children accommodated in the village, the number of families with which the village started, financing sources and the type of life enjoyed by the children demonstrated through a description of the village's daily programme.

Concluding her article, the writer mentioned the conditions for joining the Children's Village.

22. Qenawi, Hoda Mohamed, "Al-Madmoun Al-Ijtima'i Wal-Saykolojy Wal-Tarbawi Lil-La'ib 'inda Al-Atfal", (The Social, Psychological and Educational Content of Child Play), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 3, (June 1977), pp. 93-100.

The child's characteristics during nursery and the first years of primary education are the main points dealt with by the writer as she started her article.

She then turned to the social content of child play, showing its value to children and indicating the type of games which are suitable for boys and girls at this age.

The writer explained that following the October war, the type of games availed to children in Egypt was changed with a view to reflecting the image of the new society. She related the type of changes introduced and mentioned how children were receptive to them.

She went on to explain the psychological content of child play in the light of the views held by psychologists and discussed the theories of child play which interpret the type of games desirable for each age.

The writer added that play is a method whereby personality defects are diagnosed and treated.

Dealing with the educational content of child play, the writer showed how the trainer-educator influences the child's personality through play, adding that play is a means for bodily and aesthetic education.

Concluding her article, the writer classified child play from an educational aspect, dividing them into motor, cultural and demonstrative play. She gave a thorough explanation of each type.

Compulsory

23. Gohar, Salahuddin, "Nazrah Mustaqbaliyyah ila Al-Ta'leem Al-Ibtidaei Wal-Ilzami fi Misr", (Future Outlook of Primary and Compulsory Education in Egypt), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 2, (April 1977), pp. 38-43.

Following an introduction on the present condition of primary education in Egypt and the extent of its deterioration, the writer reviewed his suggestion designed to reduce the costs of compulsory primary education.

The writer indicated the difficulties faced by developing countries, including Egypt, in giving priority to primary education. He dealt with the problem of dropouts in primary education, giving his own commentary in this respect.

According to the writer, compulsory education should be extended from six to eight years. The facts and considerations of this type of education are indicated by the writer, who related his suggestions for achieving the desired aims with no excessive expenditure on education.

Winding up his article, the writer mentioned the measures which should be taken to develop secondary education as to its duration and quality.

Industrial - Problems of

24. 'Abdul Messih, Kamal 'Aziz, "Dirasah Maidaniyyah Li-ba'd Mushkilat Al-Madrasah Al-Thanawiyyah Al-Sina'iyyah fi Jumhuriyyat Misr Al-'Arabiyyah", (*A Field Study of Some Problems in the Industrial Secondary School in the Arab Republic of Egypt*), Cairo, Department of Comparative Education and Educational Administration, Faculty of Education, 'Ain Shams University, 1977, 320 pages.

- Dissertation submitted to the Department of Comparative Education and Educational Administration of the Faculty of Education, 'Ain Shams University for obtaining the degree of M.A. in Education.

This dissertation consists of five chapters and a set of appendices.

Chapter 1 sets forth the problem under discussion, indicates its significance, defines the terms used in the thesis, reviews the earlier studies conducted on the same subject and explains the writer's method of research.

The second chapter deals with the progress of industrial education in Egypt eversince its start and until 1952, dividing this period into three stages. The first stage is from 1805 to 1882, the second from 1882 to 1923 and the third from 1923 to 1952.

Chapter 3 deals with the development of industrial education in Egypt from 1952 till this day, while the fourth chapter describes the field study conducted by the author and reviews and analyses the questionnaires circulated by him.

The fifth and last chapter reviews the author's conclusions, recommendations and suggestions which deal with the policy of admission, the school administration and organization and financing.

The dissertation ends with a number of appendices in which the author reproduced the questionnaire forms distributed among students in the preparatory stage, students in the industrial secondary stage, factories and teaching and supervisory bodies of industrial secondary schools.

A bibliographical list of Arabic and foreign reference books consulted by the author is appended to the dissertation.

Islamic

25. El-Qadi, 'Ali, "Minhaj Al-Tarbiyah fil-Islam", (The Method of Education of Islam), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 3, (June 1977), pp. 59-63.

The writer began his article with a review of the method of education advocated by Islam, describing the characteristics of this method and emphasizing physical education, since man is the most privileged of the creatures of Allah, and the development of the soul, as Islam has prescribed the method of developing one's spirit.

The writer concluded his article by talking about the development of the intellect pursuant to Islamic principles, showing the importance of human mind as a source of immense energy and indicating the position taken by Islam vis-a-vis scholars and learning. The writer quoted the observations made by Islamic thinkers and showed the impact of such observations on the development of scientific knowledge.

Musical

26. A.R.E., Ministry of Education, "Al-Jadid fi Maddat Al-Tarbiyah Al-Musiqiyyah Lil-'Aamm Al-Dirasi 1976/77", (What is New in Musical Education in the School Year 1976/77), Cabinet of the Advisor for Musical Education, 1977, 1 page.

- Report submitted to the Agency for Educational Documentation and Information for the preparation of the Annual Report on the Development of Education in A.R.E. in 1976/77.

After reviewing the changes introduced in the curricula of musical education and indicating the alterations made in musical text books used in all the different stages of education, the report commented on the bodies charged with the technical orientation of musical education showing how they were consolidated both on central and local levels in compliance with the Ministry of Education's regulations.

In conclusion, the report reviewed the problems encountered by musical education and by graduates of educational musical institutes, describing the measures taken to overcome them.

Religious

27. Al-Azhari, Ibrahim, "Al-Azhar fi Dawlat Al-'Ilm Wal-Iman", (Al-Azhar in the State of Knowledge and Faith), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8495, (April 1, 1977), p. 5.

At the beginning of his article, the writer showed the importance of religion to life and described its role in providing people with prosperity and equality.

The writer went on to describe the role of Al-Azhar's institutes and faculties in this respect, pointing to the manner in which Al-Azhar could realize its mission.

After emphasizing the need for presenting religious studies in a fashion compatible to life, the writer called for the elimination of any talisman or obscure terms which lack any existence in real life, giving examples of some such obscure terms.

Concluding his article, he described the role which men of Al-Azhar are expected to play in this respect, pointing to their role during the days of the French occupation and under the rule of oppression and injustices.

28. Fayed, 'Abdul Latif, "Al-Azhar Wal-Muraja'ah Al-Darouriyyah", (1), (Al-Azhar and the Inevitable Revision) (1), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8495, (April 1, 1977), p. 10.

Following an indication of Al-Azhar's vital role in spreading religious education and Arabic culture in the world and in training teachers of Islam, Arabic language and Quraanic doctrines, the writer reviewed the highlights of Law No. 26 of 1936 whereby Al-Azhar was organized and Law No. 103 of 1961 by virtue of which Al-Azhar was re-organized.

The writer went on to explain how the latter Law was received by the Azhari community and the Islamic World, showing the deviations encountered in the enforcement of the Law and depicting the causes for such deviation.

Concluding his article, the writer stressed the need for involving men of Al-Azhar in any attempt to organize or revive religious education.

29. Fayed, Abdul Latif, "Al-Azhar Al-Sharif Wal-Muraja'ah Al-Darouriyyah", (2), (The Honourable Al-Azhar and the Inevitable Revision), (2), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8502, (April 8, 1977), p. 9.

This is the second article on Al-Azhar by the same writer who devoted it to a discussion of education in primary, preparatory and secondary institutes of Al-Azhar.

After reviewing the important points raised in his first article, the writer described the advantages of the educational system in primary and secondary Azhari institutes prior to the enactment of Law No. 103 of 1961.

The writer went on to explain how this Law resulted in changing the educational system in Azhari institutes, making its ladder and curricula similar to the ladder and curricula of general education.

The writer, further explained how implementation of the Law has deviated from its letter and spirit, showing that this state of affairs has resulted in a drop in the standard of education in Azhari institutes.

30. Hussein, Hamdi Ahmed, "Al-Tarbiyah Al-Diniyyah bayna Al-Nazariyyah Wal-Tatbeeq", (Religious Education; Theory vs. Practice), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8506, (April 12, 1977), p. 5.

After defining faith and relating the causes for the problem of leisure time from which most young men are suffering, the writer said that the youth lack thoroughness in religious matters and are occupied with a variety of political ideologies.

By giving increased attention to religious education, this phenomenon could be done away with, the writer added. In this respect, the Ministry of Waqfs (Religious Endowments) and other religious organizations have a role to play, he said.

Commenting on the prices of religious books and publications, the writer called for a reconsideration of them, saying that prices have direct bearing on the spread of religious education among the members of the family and on the family's performance of its educational role.

Concluding his article, the writer showed how press media, political parties, the police and other administrative bodies could be instrumental in promoting religious education.

31. Fayed, Abdul Latif, "Al-Azhar Al-Sharif Wal-Muraja'ah Al-Darouriyyah", (3), (The Honourable Al-Azhar and the Inevitable Revision), (3), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8509, (April 15, 1977), p. 9.

This is the third article on Al-Azhar by the same writer. the main topic chosen for this third instalment is education in the Faculties of Al-Azhar University.

After explaining that Law No. 103 of 1961 by which Al-Azhar was re-organized, has resulted in lowering the standard of religious and linguistic education in the various Faculties of Al-Azhar University, the writer mentioned that artificial examinations in religious and linguistic subjects are organized for holders of the general secondary education certificate as a prerequisite for joining Al-Azhar Faculties. In this connection, the writer explained how the system of Freshman year introduced to overcome the educational problems of holders of secondary certificates has been a failure, adding that the general standard of graduates of the Higher Institute for Islamic Studies is extremely weak, owing to the fact that this Institute admits holders of general or technical (i.e. agricultural, industrial and commercial) secondary certificates.

32. Fayed, Abdul-Latif, "Al-Azhar Al-Sharif Wal-Muraja'ah Al-Darouriyyah" (4), (The Honourable Al-Azhar and the Indispensible Revision), (4), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8516, (April 22, 1977), p. 9.

This article is the fourth in a series written by the author on the problems of education in Al-Azhar.

In this fourth instalment, the writer advanced some solutions for overcoming the problems faced by education in Azhari institutes. He said that admission into faculties of Al-Azhar University should be restricted to regular students of Azhari institutes of all types. He advocated permitting external students applying directly from their homes to enter Azhari institutes. He also called for the creation of a special educational ladder for girls studying in Al-Azhar.

Concluding his article, the writer urged participation by scholars and experts in the development of the educational system, teaching methods and curricula in Azhari institutes.

33. Kazem, Medhat, "Al-Tarbiyah Al-Deeniyyah Wa-Atharuha fi Binaa Al-Insan Al-Misri", (Religious Education and its Impact on the Building up of Egyptian Man), "Sahifat Al-Maktabah", (Library Magazine), 9th year, Issue No. 2, (April 1977), pp. 13-20.

At the beginning of his article, the writer explained what religious education means to a man from the bodily, mental, moral and social aspects. He then dealt with the Egyptian modern school, showing how it aims at building up sound character and promoting lofty human principles. In this connection, he pointed to the duties of an Egyptian educator.

The writer went on to explain how individuals are built from a religious point of view through religious teaching, Quraanic verses and Prophet's sayings (Tradition).

Commenting on religious influence both on the life of an individual and the society, the writer indicated to the principles and methods whereby the aims of religious teaching may be attained, saying that men entrusted with religious teaching should take these methods and principles into consideration.

He further described the role of the teacher and the information media in making religious morals a method of public behaviour showing how religious education is instrumental in reforming conduct.

Concluding his article, the writer reviewed the recommendations adopted by the Conference of Islamic Education pertaining to the curricula of Islamic Shari'ah (doctrine) and jurisprudence and the methods of teaching the Holy Quraan in the primary stage.

These recommendations also dealt with the duty of information media in Islamic matters, the role of rich Islamic countries in backing up religious education and the considerations to be given to women's religious education.

34. Mirghani, Shams, "Al-Tarbiyah Al-Ruhiyyah bayna Al-Nazariyyah Wal-Tatbeeq", (Spiritual Education; Theory Versus Practice), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8530, (May 2, 1977), p. 9.

Beginning his article, the writer explained how Islam views man from the sensual and spiritual aspects, showing the characteristics of both aspects. He indicated the principal educational requirements for a sound spiritual basis for man.

As regards the practical and applied side, the writer cited some verses from the Quraan which serve as a guideline for drawing up a method for the realization of a large number of educational targets.

The writer further indicated the practical value of zakah (religious alms), pilgrimage, jihad (holy war) and fasting showing their influence on the development of one's spirit and the refining of the soul.

35. Abul Fath, Ahmed, "Al-Tarbiyah Wa-Adaa Al-Wajib", (Education and the Performance of Duty), "Al-Akhbar" newspaper, 25th year, Issue No. 7766, (May 8, 1977), p. 5.

After stressing the importance of education at home in addition to education at school, the writer showed the role played by religious education, saying that homes and schools were in the past bent on according such education to children. He indicated how this education taught the young to respect the old, created an attachment to one's family, developed a feeling of duty towards other people, generated a feeling of respect to teachers, developed a sense of national feeling and taught the young to observe prayers.

The writer then showed the attitude of the pre-May 1971 Rectification Revolution regimes towards religious education, showing its impact on students.

Commenting on the Rectification Revolution of May 1971, the writer hailed its accomplishments in ensuring personal freedoms and in making law supreme and sovereign.

Concluding his article, the writer emphasized the importance of and the need for giving more attention to religious and political education, showing their vitality in building up good citizens.

36. 'Abdul Baqi, Zaidan, "Al-Nazariyyah Al-Islamiyyah fil Tarbiyah", (The Islamic Theory of Education), "Al-Wa'y Al-'Arabi", (Arab Awakening), 1st year, Issue No. 10, (May 1977), Cairo, pp. 30-36.

As an introduction to his article, the writer quoted verses from the Holy Quraan and sayings by Islamic scholars in which the parents' role in child upbringing is emphasized and which speak of God's mercy upon children, all of which conform to the most modern theories of education.

The writer went on to explain the parents' role in child upbringing, mentioning specifically the role of the mother, being the first teacher of her child.

After reviewing the method of Islamic education and showing how it compares with modern education starting from the nursery and kindergarten and moving to the primary stage, the writer elaborated on the role of the teacher in providing children with religious education in these two stages.

Moving to the preparatory stage, the writer explained the methods of educational guidance which need to be utilized and which correspond to the pupil's abilities and aptitudes in this stage of growth.

Dealing with the secondary stage with its technical and general branches, the writer indicated the qualitative content of the curriculum of religious education.

He also dealt with the method of Islamic education outside the school, saying that such education could be pursued in the course of social and health education, civics and religious education itself.

Social

37. El-Laqani, Farouk 'Abdul Hamid, "Al-Ta'leem Wa-Mushkilat Al-Infijar Al-Sukkani", (Education and the Problem of Population Explosion), "Sahifat Al-Maktabah", (Library Magazine), 9th year, Issue No. 2, (April 1977), pp. 26-31.

The writer began his article with a review of the problem of population explosion and the accompanying drop in the standard of living in every walk of life, showing how all this relates to education.

After indicating the importance of changing the habits and beliefs of individuals through educational facilities, the writer dwelt upon education as a means for overcoming this explosion, saying that teachers, each in his respective field, should take active part in this endeavour. He then explained the task of the teachers of civics, languages, religious education, sciences, art education and mathematics in this respect.

Reviewing the various aspects of school activity, the writer showed how each school activity exerts a far-reaching influence on the values and trends of pupils and on enlightening them on the importance of birth control. In this respect, he pointed to the manner in which good use could be made of posted school journals, picnics, films, school theatres, lectures and discussion panels.

Concluding his article, the writer explained the role of parents' councils and teachers in propagating birth control, pointing to the ways and means which would lead to the attainment of this aim.

Special

38. A.R.E., National Council for Education, Scientific Research and Technology, General Education and Training Committee, "Taqrir Al-Lajnah Al-Far'iyyah Li-Ri'ayat Al-Mawhubeen Wal-Mu'awwaqeen", (Report of the Sub-Committee for the Care of the Gifted and Handicapped Pupils), Cairo, 1977, 40 stencil pages.

At the beginning of the report, a list is given of the members of the Sub-Committee and of the meetings held between February 6 and May 16, 1977.

An introduction follows on the right of the handicapped to education and on the measures taken by the Ministry of Education to provide special education to this category of pupils. The introduction further indicates the efforts exerted in this direction by the rehabilitation institutions of the Ministry of Social Affairs and Al-Azhar Mosque and explains the trends of care for the handicapped internationally, in Arab countries and locally.

The report then discussed the methods for caring for the gifted, showing how gifted pupils are spotted and indicating their characteristics. It also reviewed the efforts made by Egypt to provide the gifted with the necessary care.

In a third part of the report, a review is made of the Sub-Committees recommendations on the care for the handicapped and the gifted.

Three appendices follow: the first contains international trends and recommendations on care for the handicapped and gifted pupils, the second contain Arab trends and recommendations and the third reviews the local trends as well as the laws and resolutions governing or affecting these two categories.

Development of

39. El-Qousi, 'Abdul 'Aziz, "Taqrir Mabdaei 'an A'maal Lajnat Tatweer Al-Ta'leem", (Preliminary Report on the Activities of the Committee on Educational Development), Committee on General Education and Training, National Council for Education, Scientific Research and Technology, 1977, 24 pages + appendices (in stencil).

Following an introduction in which the writer showed that education, in its present form, is inadequate to attain the targets it should have achieved, he explained the functions of and the steps taken by the Committee formed for the purpose of developing education. A review was made of the papers submitted by the Committee members.

The report then reviewed the subjects discussed by the Committee members regarding the primary and pre-primary stages, mentioning the recommendations adopted for their development. It also dealt with flexibility, showing how this principle may be applied in schools.

After dealing with the educating and educated society, the report indicated the reasons for which schools have been rendered inadequate to singly assume the task of change. Here, the report mentioned some organizations which were urged by the Committee to develop their educational functions.

The report ends with a list of the papers written by the Committee members, mentioning the names of every one who took part in the Committee activities.

Organization of

40. El-Sayed, El-Sayed 'Ali, "Tanzeem Al-Ta'leem Al-Majjani Wa-Laisa Ilghaouhu", (Organization Rather Than Abolition of Free Education), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8502, (April 8, 1977), p. 5.

At the beginning of his article, the writer mentioned the reasons which prompted him to accord an earlier press interview on some preliminary ideas aimed at presenting a bill which would organize the present system of free education in universities.

Explaining the evils of the present system of free education in the university stage, the writer said that many years are lost in the lives of some young men before they become productive as a result of their repeated failure during this stage, causing heavy loss of state funds.

He went on to review the other fields of practical and technical education available in Egypt to which failing university students could turn, showing the immense difference in incomes between those earned by craftsmen and the more modest earnings of university graduates.

Concluding his article, he explained his proposals for organizing university education, mentioning in this respect the maximum number of years which a student would be allowed to spend in university and referring to the possibility of transferring Egyptian students studying in Beirut, Khartoum and Baghdad and the conditions governing such transfer and describing the policy to be followed with alien students.

Problems of

41. Tadrus, Haleem Fareed, "Mudarris Yaduqq Nawaqis Al-Khatar", (A Teacher Rings the Bells of Danger), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8524, (April 30, 1977), p. 5.

The writer started his article with a review of some of the side problems from which education in Egypt suffers and indicated the efforts exerted by the Ministry of Education to eliminate them.

Then he moved to an explanation of the major problems confronted by Egyptian education, underlining the following problems: that curricula are influenced by words more than by deeds and are far from the pupils' needs and problems, that plans of education are concerned with the compilation of information at the expense of proper education, that text books in their present form, size and subject-matter are not consistent with the needs of the society, that examinations are concerned with the measuring of students' ability to memorize in a mechanical fashion, that the school administration is not concerned with the technical aspects of administration which aim at improving the educational programme, that General Secondary students concentrate their efforts on obtaining the required grades qualifying them to enter universities, that girls schools lack interest in feminine culture and, lastly, that waste in education is enormous.

Trends of

42. A.R.E., National Centre for Educational Research, Centre of Educational Documentation, "Al-Ittijahat Al-Raisiyyah fil-Ta'leem fil-Fatrah min 1974/75 ila 1975/76", (The Principal Trends in Education in the Period 1974/75 to 1975/76), Cairo, 1977, 18 pages.

A review is made in this document of the new trends in the educational policy and the legislations issued to regulate them during the period 1974/75 - 1975/76.

The document also indicated the impact of such trends on the last Educational Development Plan as to the contemplated aims and the manner in which they are attained.

It further shows how these trends had their bearing on the legislations governing educational matters and issued recently by the State and on the steps taken by the State to reform and change some aspects of education. Here, a review is made of the projects introduced for the purpose of renewing certain facets of education.

In the field of educational reform and modernization, the document reviewed the steps actually taken to reform education in addition to the studies and research undertaken by the National Centre for Educational Research and the National Council for Education with its various committees.

Lastly, the document reviewed some major problems which stand in the way of the educational process, advancing some suggestions for overcoming them and mentioning the prospects for the next two years.

EDUCATION AND ECONOMIC DEVELOPMENT

43. Metawi', Ibrahim Esmat, "Al-Ta'leem Wal-Intaj Al-Qawmi", (Education and National Production), "Sahifat Al-Tarbiyah" (Magazine of Education), 29th year, Issue No. 2, (April 1977), pp. 51-66.

Following an indication of the essential facts with which our present age is characterized, the writer concentrated on three points.

First of all, the existence of the Third World as an effective power in international politics and world production. In this connection, he dealt with Egypt's progressive revolution and its rectification movement.

Technology represents the second essential fact in our present world.

The third point is the changing modes of education in our present age. Here, he dealt with the social aspects of economic planning and the economic aspects of the social planning, demonstrating by means of charts, the State's organizational set-up.

Commenting on the organizational chart of the Arab Republic of Egypt, the writer pointed to the shortage in skilled labourers and their subordinates and in technicians and mechanics.

He further demonstrated, with the aid of a diagram, the educational ladder in the Arab Republic of Egypt, showing the gaps which could be easily detected in the educational pyramid. Education, he concluded, should be linked to production.

EDUCATION IN EGYPT

44. Hussein, Mansour, "Harakat Al-Ta'leem fi Misr", (The Movement of Education in Egypt), "Al-Rai'ed" magazine of teachers, 2nd year, Issues Nos. 2 and 3, (June-September 1977), pp. 7-11.

The writer began his article with a review of the movement of education in Egypt over the last years, laying emphasis on the right of each citizen to receive free education in all stages.

Then followed a review of the number of students enrolled in the different stages of education and the number of universities and faculties in order to demonstrate the extent of progress achieved by education in recent years.

The writer went on to describe the role of local government in the educational process and to indicate the need for a comprehensive and integrative relationship between educational machinery on the one hand and the organizations of production and services on the other, stressing the importance of linking education to the environment through educational plans and curricula.

After stressing that education should revolve around a policy of modernization and renovation, the writer indicated to Egypt's cultural mission in Arab countries and in the African continent.

45. Mahmoud, Ahmed Hamdi, "Al-Nasaq Al-Ijtima'i fil-Mujtama' Al-Mu'assir Wa-Atharuhu 'ala Fa'aliyyat Al-Qiyadah Al-Idariyyah", (The Social Pattern of the Contemporary Society and its Bearing on the Effectiveness of Administrative Leadership), "Sahifat Al-Maktabah", (Library Magazine), 9th year, Issue No. 2, (April 1977), pp. 67-77.

- Paper read in the Conference of Training, Development and Selection of Administrative Leaderships held by the Central Agency for Organization and Administration during the period January 22-31, 1977.

The writer began his paper with an indication of the problems and social ills which stand in the way of developing the Egyptian contemporary society, showing how they relate to the gap between the Egyptian people's needs and possibilities.

Dealing with demography as the most serious problem which imperils the life of Egyptians, the writer pointed to the measures which should be taken by Family Planning Committees and local governments to plan new self-sufficient cities with all inclusive projects as a solution for this problem.

On the political side, the writer dealt with the external and internal policies drawn by the State for confronting the demographic problems faced by it. He also pointed to the trends of economy as revealed by Egypt's experience since the 1961 nationalization measures and until this day.

The writer went on to review the developments which took place in the fields of industry and technology, showing the gaps in education and its inadequacy to meet the requirements of the present age and the new social life.

After pointing to the role of a successful administrative leader in realizing an effective coordination between all such influences, the writer mentioned the prerequisites for the creation of such effective leadership in an integrative social fashion.

46. Sobeih, Nabil Ahmed Amer, "Buhuth Al-Idarah Al-Ta'limiyyah; Ahdafuha, Wazifatuha, Manahijuha", (Educational Administration Research; Aims, Functions and Methods), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 3, (June 1977), pp. 20-33.

Following an introduction in which the writer described the extent of interest shown at present by the various countries in scientific research and the aims sought from studying the different methods of research, the writer indicated the importance of such research to schools.

Commenting on methods of scientific research, the writer outlined the views of Francis Bacon, Rommel and Judd in this respect. He also stated the ideal method of educational research, showing the steps needed for undertaking such research.

The writer went on to talk on educational administration research, showing its meaning and indicating the importance of experimentation which characterizes methods of research on educational administration.

In this connection, he reviewed the kinds of educational experimentation needed, showing the role and function of educational research in the field of educational administration.

Concluding his article, the writer reviewed the methods of research applicable to any studies on educational administration.

EDUCATIONAL CONFERENCES

47. 'Aref, Mahmoud, "Iftitah Al-Mu'tamar Al'Alami Al-Awwal Lil-Ta'leem Al-Islami", (Inauguration of the First International Conference on Islamic Education), "Al-Akhbar" newspaper, 25th year, Issue No. 7736, (April 3, 1977), p. 6.

Reporting on the First Conference on Islamic Education organized by the University of King Abdul 'Aziz in Saudi Arabia, the writer enumerated the bodies, ministers and delegations which took part in it and reviewed the subjects discussed with the aim of basing education in all branches of knowledge on an Islamic ideology.

Towards this end, the Conference discussed the various curricula, teaching methods, text books and problems of women education, with a special emphasis on the type of educational institutes most suitable for the Muslim woman.

The writer then reviewed the different views expressed in the discussions of the sub-committees emanating from the Conference, describing the aims of each of them, and showing the importance of visualizing an Islamic ideology of education. He described the role of Islamic educational institutions in the past, showing how they could be called upon to resume their functions.

The Conference advocated the carrying out of a comparative study between the educational systems of the world and those applied in Islamic countries in order to formulate a sound educational policy.

EDUCATIONAL EXPERIMENTATION

48. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 97 Dated June 5, 1977 in Connection with Considering Foreign Language Schools as Experimental Schools Possessing a Special Nature", Cairo, Cabinet of the Minister, Ministry of Education, 1977, 1 stencil page.

This Resolution consists of four articles.

Article 1 provides that all foreign language schools of whatever type and educational stages are to be considered experimental schools of a special nature.

The second article defines the aim of this type of schools and determines their affiliations.

Article 3 provides for the creation of a special agency for this purpose within the Ministry of Education's Directorate-General for Private Education. The aims of this Agency are defined.

The fourth and last article is concerned with the implementation of this Resolution and the date on which it comes into effect.

EDUCATIONAL INFORMATION

49. A.R.E., National Centre for Educational Research, Agency for Educational Documentation and Information, "Al-I'lam Al-Tarbawi fi Jumhuriyat Misr Al-'Arabiyah", (Educational Information in the Arab Republic of Egypt), Cairo, 1977, 25 pages.

This study falls into four parts.

Part 1 reviews the present conditions of educational information in Egypt and lists the principal agencies concerned with it, whether in a casual manner or by way of specialization.

Talking on the Centre for Educational Documentation and Information, the study said it is a major centre for the compilation and dissimination of educational information. It related its history, aims and endeavours exerted for the attainment of its aims.

The study further mentioned the beneficiaries of educational information, their needs and the manner in which documents on education are made available to them. It explained how informative illustrations are availed to them through the various media of educational information and data.

The first part of the study also reviewed the modern technological devices utilized by information media in carrying out their activities.

In its second part, the study reviewed some problems and difficulties encountered in the process of dissiminating educational information, whether on a national level or on an international and regional level.

The third part deals with the measures taken to overcome these difficulties.

In the fourth and last part, a review is made of some successful experiments in which the Centre for Educational Documentation and Information in Egypt took part with a view to developing the activities connected with educational information.

The study ends with a list indicating the major spheres of educational information.

EDUCATIONAL ORGANIZATIONS AND BODIES

50. Ahmed, Mohamed Abul'Ela, "Al-Tarbiyah Al-Sulukiyyah Wa-Dawr Al-Mu'assassat Al-Ta'limiyyah", (Behavioural Education and the Role of Educational Institutions), "Sahifat Al-Maktabah", (Library Magazine), 9th year, Issue No. 2, (April 1977), pp. 21-25.

The writer started his article with a review of some of the passive factors to which some segment of the Egyptian youth was exposed in recent times, explaining their causes and pointing to the duties of the different machineries responsible for youth and the educational organizations of all levels entrusted with youth problems.

After explaining the role of these educational institutions in formulating the people's behaviour through the knowledge, experience, values and rules of conduct they offer to youth during their various stages of growth, the writer stressed the importance of the spiritual, religious and social values as a basis for building up youth. He, further, showed the need for reconsidering school curricula, teacher training methods, evaluation measures and teaching methods and for switching from a quantitative policy to a qualitative strategy, saying that student behaviour should be refined and morals should be inculcated in youth.

Discussing freedom and democracy, the writer indicated their role in the face of youth problems.

He also discussed the teacher's duty in promoting sound national and moral behaviour among his students.

Concluding his article, the writer pointed to the efforts which educational machineries should exert through the educational procedure to fundamentalize and deepen the spiritual and behavioural values.

51. A.R.E., National Centre for Educational Research, "Projects and Accomplishments of the National Centre for Educational Research during 1975-1976", Cairo, 1977, 137 pages.

Following an introduction by the Minister of Education on the aims sought from the establishment of this Centre and the methods it utilized for the attainment of these aims, the report reviewed nine major achievements made by the Centre during the years under discussion.

The first achievement is the project devised for developing school curricula in the various stages of general education. A general description of the project's framework and of the characteristic features of the developed curricula is given.

The report further mentioned the project prepared for developing secondary education (i.e. comprehensive schools), giving the justifications for contemplating such a development and describing the general blueprints for the proposed development and the recommendations adopted in this connection.

The third project undertaken by the Centre is the unified experimental school started in Nasr City. The report described the school system, the preparations for its final examinations and the programme for training the school's teachers and administrative personnel.

Reviewing the fourth project carried out by the Centre the report outlined the preliminary study made for drawing up a national educational strategy.

The fifth project covered by the report is concerned with the development of the system of examinations in Egypt. An indication of the evaluation tests designed for first year secondary is also given.

The sixth project is an evaluation of the relation between school meals in rural primary schools and student accomplishment. In this connection, the report described the general framework of the project and the practical steps taken to put it into effect.

Other activities covered by the report include visits by foreign delegations to the Centre and visits by members of the Centre to foreign countries.

The report also reviewed the contributions made by the Educational Documentation and Information Agency in 1975 and 1976 and by the Centre in a variety of other educational fields of activity.

EDUCATIONAL PLANNING

52. Qotb, Youssef Salahuddin, "Al-Ta'leem fil-Khuttah Al-Khamsiyyah Al-Qadimah; Kalimat Al-Muharrir", (Education in the Forthcoming 5-Year Plan; Editorial), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 3, (June 1977), pp. 3-5.

After indicating the importance of education as a means for developing the basic human wealth, the writer explained the fundamental principles which should be embodied in the forthcoming 5-year plan (i.e. 1978-1982) to ensure its comprehensiveness and integration.

Reviewing the principles of educational planning, the writer mentioned the role of the Ministry of Education's agencies for educational planning and research and of the National Council for Education, Scientific Research and Technology in preparing the educational plan necessary for developing education from now until the year 2000.

The writer went on to review examples of the accomplishments in the field of educational planning made by the National Council for Education, Scientific Research and Technology.

Concluding his article, the writer indicated the significance of the reports prepared by educational bodies and organizations for those entrusted with the formulation of the 5-year educational plan.

EDUCATIONAL STATISTICS

53. A.R.E., Ministry of Education, Directorate General of Statistics and Computers, "Position of Admission in the Various Stages of Education in the School Year 1977/78", Cairo, (1977), 13 stencil pages.

The statistical tables contained in this document show the ratio of student absorption and trends of admission in the various stages of education and the demand on each type of education. They show the ratio of absorption in the primary stage to the total number of children under compulsory age and the percentage of enrollment in the preparatory stage from among pupils succeeding in the Primary Certificate examinations.

They further indicate the percentage of admission in general and technical secondary education and teacher training colleges from among holders of the Preparatory Certificate, with an indication of the number of boys and girls given separately and the number of those admitted in governmental, subsidized and private paid schools, also given separately.

The document ended with some remarks on the progress of absorption in the various stages of education based on the statistical tables.

Azhari Preparatory Stage

54. A.R.E., Al-Azhar, Directorate of Statistics, "Bulletin on Azhari Preparatory Educational Stationary Statistics as at November 15, 1976 (for the School Year 1976-77)". Cairo, 1977, 53 stencil pages.

This Bulletin contains statistical data on the number of classes and pupils in Azhari preparatory institutes divided by Governorates as at November 15, 1976.

The Bulletin also gives the total figures of classes, pupils in each class and their gross number. It shows the progress achieved in women education and indicates the proportion of girl students to their respective communities.

The statistical tables also indicate the distribution of Azhari preparatory institutes as per the various religious denominations and as per the foreign languages studied.

Detailed tables show the number of pupils in each separate preparatory class and in each Governorate, also separately.

Azhari Primary Stage

55. A.R.E., Al-Azhar, Directorate of Statistics, "Bulletin on Azhari Primary Educational Stationary Statistics as at December 1, 1976", Cairo, 1977, 3 stencil pages.

The statistical tables contained in this Bulletin show the progress of Azhari primary education between the school year 1965/66 and the school year 1976/77, giving the number of schools, classes, pupils in each class and the gross total of these pupils.

They also show the number of boys and girls and their respective ratio to the total number of students, the density in classes and the number of teachers and pupils in each school and in each Governorate, given separately.

Remarks are made on each of the tables contained in the Bulletin.

Azhari Secondary Stage

56. A.R.E., Al-Azhar, Directorate of Statistics, "Bulletin on Azhari Secondary Educational Stationary Statistics as at November 15, 1976 for the School Year (1976/77)", Cairo, 1977, 72 stencil pages.

A review is made in this Bulletin of the number of Azhari secondary institutes, their progress and the percentage of progress made as compared to the figures of 1966/67.

The Bulletin also contained tables indicating the number of classes and newly-admitted pupils, the quality of pupils and the total number of boys and girls registered, their percentages and the density of each class in Azhari secondary institutes.

Furthermore, the Bulletin contained tables showing the distribution of Azhari secondary institutes in the various Governorates, each separately. It also showed the distribution of pupils over Azhari secondary institutes of teacher training and Institutes of Quraanic Recitals, given according to the various religious denominations.

ERADICATION OF ILLITERACY

57. Mahmoud, Hafez, "Al-Mashrou' Al-Muhammadi Li-Mahwu Al-Ummiyyah", (The Mohammadan Scheme for the Eradication of Illiteracy), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8512, (April 18, 1977), p. 5.

After stating at the beginning of his article that the numerous schemes devised for fighting illiteracy have proved futile, the writer drew a contrast between those who reached the highest level of education and those who are illiterate in one and the same society, saying that the system of one class school is effective in educating new generations.

The writer went on to review a scheme whereby young generations may be educated, terming it as "the tax of education scheme". According to the writer who gave enthusiastic support to this scheme, the first proponent of this scheme is Prophet Mohammad. Each educated individual should feel a responsibility in educating a number of illiterates.

Concluding his article, the writer explained the manner in which this scheme could be put into practice in our days, emphasizing that the Law of Public Service applying to young graduates should be put in the service of literacy campaigns. Compulsory military training should also partly allow for fighting illiteracy.

The writer added that students should be given some incentive to encourage them to take part in this scheme. Public corporations and schools should seggregate a room for this purpose.

See also: 90

EXAMINATIONS

58. Dunia, Hamid, "Ayyam Al-Imtihanat", (Examinations Days), "October" magazine, 1st year, Issue No. 26, (April 1977), p. 15.

After giving the examination schedules for public certificates in general education, universities and higher institutes, the writer described the anxiety suffered by students at home, in school or in the university.

The writer then pointed to some mistakes which students make in the pre-examination period, giving his suggestions for their avoidance.

He listed some useful advices in connection with the memorization of lessions before examinations, urging students to look after their bodily and mental health in order to guarantee success.

Concluding his article, the writer reviewed the efforts exerted by the State for the benefit of secondary and university students during the period of examinations.

59. El-'Eryan, Fifi, "Al-Imtihanat Sharrun La Budda Minhu; Kull Khubaraa Al-Tarbiyah Uhajimoun Nizam Al-Imtihanat", (Examinations Are an Inevitable Evil; All Experts of Education Attack the System of Examinations), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8534, (May 10, 1977), p. 9.

After describing the state of tension and anxiety which reigns over students, teachers, parents and all those involved in the General Secondary Certificate examinations, the writer reported the views held by educational experts on the present system of examinations, its shortcomings and deficiencies, drawing a comparison between the yardstick of the present system of examinations and that of the proper method of student evaluation which should be adopted.

The writer then reviewed a historical study entitled "The System of Examinations in the Stage of General Education in Egypt; How It Started and How It Progresses?" prepared by the Examination Administration of the Ministry of Education.

Commenting on the system of second session examinations, the writer showed how it owed its existence to politics, specifically to the 1919 Revolution.

The writer further reviewed a comparative study prepared by the Educational Archives Centre on the systems of examinations in different countries, following which she reviewed the opinion of the Teachers' Association on the so-called "terrible race" and its relation to the present system of examinations and private tutoring.

She, lastly, reviewed the recommondations adopted by the National Council of Education which called for a reconsideration of the present system of examinations, including the distribution of grades, the preparation of examination questions where certain requirements should be fulfilled and the abilities whose standards are to be measured through examinations.

The writer added that the National Council of Education insisted on organizing training programmes to enlighten teachers, headmasters and inspectors on the fundamentals of the concept of examination and the basis on which examinations are founded.

60. Ezzeddine, Youssef, "La Ta'qeed Wala Alghaz fi Imtihanat Al-Thanawiyyah Al-'Ammah", (No Complications and no Puzzles in the General Secondary Certificate Examinations), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8555, (May 31, 1977), pp. 6&9.

In an interview with the Minister of Education on the General Secondary Certificate examinations, he expounded on the arrangements made for dealing with them, the matters taken into consideration in the preparation of examination questions and the aims contemplated from these steps.

The Minister also explained the new system, the rules to be observed in correcting examination papers and the fashion in which grades would be assessed.

In the course of his interview, the Minister also explained the resolutions issued by him whereby certain measures of control were imposed to ensure the proper conduct of examinations. These measures include the assignment of a larger number of supervisors, controllers and teachers correcting examination papers and the adjustment of the remunerations paid to them to correspond to the measure of responsibility assumed by each.

61. Dunia, Hamid, "Yasqut Kabus Al-Imtihanat", (Down with the Nightmare of Examinations), "October" magazine, 1st year, Issue No. 34, (June 1977), pp. 12-13.

After describing the state of tension in which students and parents find themselves during times of examinations, whether in universities or in the General Secondary stage, the writer gave the reasons for such a state.

Regarding universities, the writer showed how the present system of examinations has become incompatible with the large numbers of students enrolled in universities. It is, therefore, important to change this system which was in practice twenty years ago, the writer added. He suggested some solutions regarding the dates fixed for examinations and the partition of the subjects in which students are examined. He called upon the competent educational authorities to devise solutions for this problem.

As regards General Secondary examinations, the writer related the efforts made by the Ministry of Education to ensure the proper conduct of examinations. Here, again, the writer advanced some suggestions as a contribution towards the solution of this problem.

Effects of

62. Fahmi, Hussein, "Hawla Al-Khawf ... Wal-Imtihanat", (About Fear and Examinations), "Al-Akhbar" newspaper, 25th year, Issue No. 7785, (May 20, 1977), p. 12.

After reviewing the readers' wide reaction to an earlier article written by him on the problems of examinations, the writer explained the meaning of fear and the extent to which fear is linked in the minds of students with examinations.

The writer went on to talk on examinations saying that man's entire life is a continuous series of examinations represented in the endless challenges which man faces and which force him to take positions. He explained the effect of fear on man's power to face these challenges.

At the end of his article, the writer reviewed the opinion of some psychologists in order to prove that fear is synonymous to failure, whether in school examinations or in the situations which man faces in life.

Faculties and Universities

63. El-Sebaei, Labib, "Nasayih Hammah qabl Al-Imtihan", (Important Advices before the Examination), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 521, (May 1, 1977), p. 27.

The writer quoted the Vice-President of Cairo University as giving some vital advices and making some remarks which, if neglected, would have direct bearing on students' grades in examinations.

According to the Vice-President, students should thoroughly assimilate the entire curriculum. If the examination sheet contains optional questions, the student should carefully make up his mind about which questions to choose. For each question, the student should make an estimate of the time required for answering it. Points contained in the examination sheet should be re-stated in the answer sheet and each point should then be carefully answered. The student's answers to the examination questions should be coherent, integrative and systematic. Answers should follow the same order of questions. Lastly, students should write their answers in a clear and legible hand writing.

Secondary Schools

64. Abul Hassan, Mohamed, "Hafawat Al-'Ulamaa fi Asilat Al-Thanawiyyah Al-'Ammah", (Slips of Scholars in General Secondary Certificate Examinations), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8570, (June 15, 1977), p. 5.

After explaining the features of examination questions in the General Secondary Certificate Examinations for that year and how they conform to the level of students' abilities, the writer discussed the slips which occurred in the examination questions, citing examples of the slips encountered in the examination questions of Arabic grammar and recitations.

65. Tadros, Halim Farid, "Al-Wasaya Al-'Ashr", (The Ten Commandments), "Al-Ahram" newspaper, 103rd year, Issue No. 33071, (June 27, 1977), p. 9.

After explaining that the proper assessment of grades while correcting the examination papers of the general secondary examination is important to pupils and parents, the writer mentioned ten points which should be taken into consideration by Heads of Assessment Committees at the time of assessing grades.

In this respect he dealt with the following points: the dangers inherent in the casual and hasty glance at the examination paper, the psychological state of nervous tension under which pupils are examined, the importance of assessing grades which correspond to the correct answers, the need for objectivity, the importance of eliminating any guess or misinterpretation in assessing grades, the need for emancipation from the words and letters of the text book, the importance of exercising care in the distribution of grades on the minutest details of each question, the avoidance of any carelessness in the assessment procedure and the need for attentive concentration at the time of assessing grades.

Students

66. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 85 Dated May 12, 1977 Determining the Instances in which Examination may be Cancelled or Denied", Cairo, Cabinet of the Minister, Ministry of Education, 1977, 3 stencil pages.

This Resolution consists of eight articles.

Article 1 enumerates the instances in which pupils become subject to the rules and regulations contained in the Resolution.

The second article deals with instances in which the end-of-year or general examination of a student may be nullified.

Article 3 explains the manner in which the General Secondary Certificate examination or the diploma examination of teacher training and technical schools may be cancelled.

Procedures to be followed in the event a violation is detected at the time of correcting examination papers are described in the fourth article, while Article 5 determines the attitude to be taken by the Ministry's Undersecretary for Public Examinations when a violation is attributed to a pupil.

The sixth article defines the position of the Minister of Education vis-a-vis a pupil violating examination rules if public interest warrants his discharge.

Article 7 repeals Law No. 74 of 1975, while the eighth and last article provides for the publication of the Resolution in the Official Gazette and determines its effective Late.

Students - Secondary Schools

67. A.R.E., Legislation, Laws and Regulations, "Ministerial Resolution No. 77 Dated May 1, 1977 Allowing Egyptian Boys and Girls Enrolled in Third Year Secondary in Arab Countries to Sit for High Level Examinations in the General Secondary Certificate Examinations", Cairo, Cabinet of the Minister, Ministry of Education, 1977, 2 stencil pages.

This Resolution consists of four articles.

Article 1 deals with Egyptian students enrolled in the third year (scientific branch) of the general secondary schools of Arab countries and their status regarding entering the high level examinations held for students examined in one language in the General Secondary Certificate examinations.

The second article describes the manner in which Egyptian students enrolled in the literary branch may sit for examination in one or two subjects. An indication is made of the selective subjects and the conditions governing selection.

Article 3 indicates the manner in which these examinations are held and sets forth the conditions governing high level examinations.

The fourth and last article deals with the implementation and enforcement of the Resolution.

Technical Schools

68. Beshai, Maher Farag, "La-Markaziyyat Al-Tashih", (Decentralization of Examination Correction), "Al-Ahram" newspaper, 103rd year, Issue No. 33007, (April 22, 1977), p. 9.

At the beginning of his article, the writer related the annual experience in correcting the examination papers of students in technical education (agricultural, commercial and industrial diplomas), saying that correction takes place in Cairo for all schools spread out in the country.

This condition, he said, faces teachers with annual difficulties resulting from the concentration of correction of all diploma examinations in Cairo. Among these difficulties are: transportation problems resulting from the abolition of free travel tickets, shortage in hotel accommodations, high cost of lodging in Cairo and inadequacy of the Ministry of Education's rest houses.

According to the writer, correction centres should be established outside Cairo to correct all diploma examinations similar to the General Secondary Certificate examinations. He reviewed the cities and Governorates which provide suitable centres for correction.

FACULTIES AND UNIVERSITIES

69. "Dalil Al-Jami'aat Wal-Mu'assassat Al-Ta'limiyyah Al-'Ulia", (Directory of Universities and Higher Educational Foundations; Alexandria University) "Majallat Al-'Ulum Al-Ijtima'iyyah", (Magazine of Social Sciences), 5th year, Issue No. 1, (April 1977), pp. 170-181.

The Directory begins with a review of the history and development of Alexandria University, followed by a list of all faculties, institutes and scientific research centres constituting part of the University.

A review is also made of the functions of the University, Faculty and Department Councils and of the manner in which faculties, institutes and departments organize scientific or academic congresses. An indication is given of the functions of such congresses.

The Directory further reviews the various departments of the Faculties of Art, Law, Commerce, Sciences, Medicine, Dentistry and Agriculture and indicates the various academic degrees granted by each.

It sets forth the conditions of admission in the University and the rules governing transfer from any other Egyptian or Arab and foreign universities to the University of Alexandria.

The University's syllabus and examination system are also covered by this Directory.

70. Dunia, Hamid, "'Ataa Al-Jami'aat ba'd 5 Unio", (University's Yield after June 5), "October" magazine, 1st year, Issue No. 32, (June 1977), p. 18.

After describing the condition of universities prior to the Rectification Revolution of May 15 and indicating the heavy responsibilities imposed by the October War on universities, the writer said that universities are expected to contribute a positive yield in the light of the State's appreciation of their task and mission.

He then described the methods and types of contributions expected from universities, showing to what extent they can solve the national problems faced by the society.

The writer emphasized the role of universities in arranging conferences and panels designed to consolidate their contributions in the service of the society, saying that a panel should be organized to discuss the philosophy of socialism as well as that of democracy.

As regards administrative problems, the writer urged universities to contribute towards the realization of the long awaited administrative revolution and to take part in solving the questions of the day and in building up the new Egyptian Man.

71. Dunia, Hamid, "Tibb Al-Mansurah Raidah fi Zira'at Al-Kula", (Mansurah Faculty of Medicine is a Pioneer in Kidney Transplant), "October" magazine, 1st year, Issue No. 23, (April 3, 1977), pp. 23-25.

Beginning his article, the writer reviewed the efforts deployed by the authorities responsible for the University of Mansurah and the students of its Faculty of Medicine in order to promote their country's welfare.

In this connection, he mentioned that the first operation for kidney transplant was successfully performed by one of the faculties of medicine in Egypt. He explained the significance of such operation in terms of scientific progress.

The writer further described the outpatient clinical services rendered by the Faculty of Medicine, mentioning the number of citizens who received medical treatment.

Describing the other faculties of Mansurah University, the writer gave the number of students in each, the date of inauguration of the different faculties, the number of professors and teaching staff in each, the university dormitories and girls hostels. He also described the services which hostel students receive.

The writer further described the lecturing halls, the scientific equipment in each faculty and the material and moral burdens assumed by the university in order to procure such equipment.

Concluding his article, the writer mentioned the budgetary figures of each faculty and described its accomplishments.

72. Soliman, 'Abdul Aziz, "Lil-Mujtama' Ra'y fi Muhimmat Jami'aatina", (Society Has a Say in the Function of Our Universities), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8523, (April 29, 1977), p. 5.

The writer began his article with an explanation of the meaning of the slogan "university for the society's sake", giving the comparative views of popular organizations and university people on this slogan.

He then reviewed the duties which university people feel their universities should perform, explaining the attitude of the society in this respect.

The writer went on to enumerate the university's shortcomings as viewed by the society, mentioning in this connection the waste in the educational process, the failure to qualify the teaching bodies required to teach some major subjects, the scarcity of graduates in some fields of specialization, the university's failure to adequately interfere in solving the society's problems and the fact that universities do not venture to prospect for and develop the country's natural resources.

In conclusion, the writer insisted that certain aims should be fixed for universities to attain. These aims should be worked out between the universities themselves and the different bodies and agencies which represent the society.

Alien Students - Admission

73. El-Sebaei, Labib, "Al-Ta'leem Al-Misri ... Hall Yahdimahu Al-Wafidoun? Qadiyyah Jami'iyyah", (Egyptian Education; Will it be Ruined by Alien Students? A University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 523, (June 1, 1977), pp. 46-47.

Following a review of the report which the President of the Medical Association submitted to the Supreme Council of Universities, the Minister of Education and the Presidents and Vice-Presidents of Universities on the present policy of admitting alien students in Egyptian universities and how it results in limiting the number of Egyptian students admitted in universities and in the widespread practice of private tutoring, the writer sought the opinion of the Vice-President and the Dean of the Faculty of Medicine of Cairo University on this problem.

The writer went on to propose the enforcement of control measures in admitting alien students and called for reforming the present educational situation in order to put an end to the problem of private tutoring. He further emphasized that alien students should possess the same grades possessed by their Egyptian colleagues in order to qualify for admission in the same faculty. A certain percentage should be allowed in each faculty for alien students, he added.

Al-Azhar University

See: 1

Examinations

See: 63

French Language - Teaching

74. Basuini, 'Aisha, "Ta'leem Al-Lughah Al-Firinsiyyah fil-Jami'aat; Al-Usus Al-Nazariyyah Wal-Tajribiyyah", (French Language Teaching in Universities; Theoretical and Experimental Principles), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 2, (April 1977), pp. 74-85.

After pointing out the importance of languages in our age, the writer reviewed the curricula of French in Egypt and the principles on which they are founded, mentioning the most convenient methods of learning French.

Commenting on the French language text books used in Egyptian universities, the writer indicated the advantages and disadvantages of two of these books and explained their content and their teaching method. Here, she mentioned the faults of

French language teachers, then indicated the manner in which students could be cajoled to learn French and become fond of it. Here again, she mentioned the students' faults in the classroom dividing them into these types: absolute, relative, written, verbal, vocal, grammatical and relating to meaning.

After giving examples of each type of the foregoing mistakes the writer gave an account of a study made on language difficulties, mentioning her conclusions in this respect.

The writer then turned to a discussion on a new curricula for teaching French, mentioning the role of the teacher in detecting the mistakes made by the students as a whole and by each student separately, and suggesting the publication of a book which would classify all French language mistakes made by Egyptians in pronouncing French. She elaborated on the aims of this proposed book.

After dealing with the basic training of French language teachers, the writer reviewed French language teaching problems as discussed in a special conference held by 'Ain Shams University.

An outline of her article was given in conclusion.

Home Economics

75. 'Abdullah, Siham Zaki, "Dirasat Al-Malabis Wa-'Ilaqatuha Bil-'Awamil Al-Ijtima'iyyah Wal-Nafsiyyah fi Maidan Al-Iqtisad Al-Manzili", (A Study of Clothes as they Relate to the Social and Psychological Factors in the Field of Home Economics), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 3, (June 1977), pp. 73-77.

The writer began her article showing how the study of clothes as part of home economics was developed. She reviewed the history of clothes studies in home economics, showing the justifications for the linking between clothes in general and between the newly-introduced facets of social, psychological and environmental factors.

She went on to talk on the development of dress studies as part of home economics in the Arab Republic of Egypt and particularly in the Faculty of Home Economics of Helwan University, where studies in dress psychology are conducted in its post-graduate sections at the level of M.A. and Ph.D.

The writer then reviewed the questions which a student of social sciences faces when studying the subject of clothes, giving the pertinent answers to these questions.

In A.R.E.

76. Bindari, Mahmoud, "Awqifu Inshaa Kulliyaat Al-Tibb Al-Jadidah", (Stop Building New Faculties of Medicine), "Al-Ahram" newspaper, 103rd year, Issue No. 33041, (May 28, 1977), p. 9.

At the beginning of his article, the writer reviewed the status of the existing and prospective faculties of medicine, showing how any expansion in building new faculties of medicine would affect the medical profession and doctors.

His talk centered around the ability of the existing faculties of medicine to meet the present shortage in the number of doctors, the inadequacy of the possibilities available at the existing faculties of medicine and the ones under construction and the fact that the only work opportunities open before new doctors are in Arab countries since unemployment among doctors is inevitable in Egypt.

Concluding his article, the writer called for the discontinuation of any plans envisaged for building new faculties of medicine saying that their hospitals should be turned into educational hospitals annexed to the existing faculties.

77. El-Sayyed, Hamdi, "Nahnu Nu'ayyed Waqf Inshaa Kulliyat Al-Tibb", (We Advocate Suspension of Establishment of Faculties of Medicine), "Al-Ahram" newspaper, 103rd year, Issue No. 33049, (June 5, 1977), p. 9.

Commenting on an earlier article in which the writer called for the suspension of any plans to establish new faculties of medicine, the President of the Medical Association reviewed a report prepared by the Medical Association in conjunction with the Ministry of Health indicating to what extent graduates of the nine faculties of medicine could be absorbed by 1980 and showing how difficult it would be to determine the position of medical graduates between 1980 and 1985.

The writer said it is important to determine the number of students who would be admitted into the Faculty of Medicine in 1977, explaining that the faculties of medicine are suffering from shortage in possibilities and equipment.

After reviewing the new faculties of medicine which are scheduled to be built in the Governorates despite the opposition of the Ministry of Health, the Medical Association and the Committee of Medical Education, the writer concluded his article with a suggestion which, in his opinion, is conducive to the betterment of the present situation.

Problems of

78. El-Sebaei, Labib, "Al-Majlis Al-Qawmi Lil-Ta'leem Wa-Arba' Mashakil Hammah; Qadiyyah Jami'iyyah", (The National Council for Education and Four Important Problems; A University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 520, (April 15, 1977), pp. 42-43.

In his article, the writer reviewed four problems pertaining to university education which were studied by the National Council for Education, Scientific Research and Technology and in respect of which appropriate recommendations were adopted.

The first problem is the policy of admission in universities and its impact on the falling standard of university education. Recommendations adopted by the Council to deal with this problem centre around the Coordination Office whose task is to coordinate admission in universities.

Post-graduate studies in universities represent the second problem of university education which was studied by the National Council and in respect of which recommendations were adopted. These recommendations dealt with the steps to be taken to meet the immense shortage in faculty and in the staff of Research Centres and with the measures intended to link post-graduate studies to the units of production, services and labour.

The third problem with which the National Council is concerned is the problem of academic text books. Here, the writer reviewed the Council's recommendations aimed at encouraging members of the teaching staff to write books in all fields. It is equally important to issue a directory for each university and for each faculty to indicate the subjects studied in each class and the academic contents of these subjects based on the text books.

The fourth and last problem is that of making maximum benefit of the energies of the teaching bodies in universities. The Council's recommendations designed to meet this problem call for the creation of a permanent organizational set up in each faculty department according to the required majors and the introduction of incentives to attract members of the teaching bodies to work in provincial universities.

In conclusion, the writer reviewed the problems which Egyptian scholars studying abroad are facing.

Students - Admission

79. "Qawa'id Al-Qabul Bil-Jami'aat Tibqan Li-Nizam Al-Tash'eeb fil-Thanawiyyah", (Rules of Admission in Universities Pursuant to the System of Branches in the General Secondary Certificate), "Al-Ahram" newspaper, 103rd year, Issue No. 23012 (April 29, 1977), p. 1.

Following a review of the policy of admission in universities in the forthcoming academic year in the light of the new system of branches introduced in the General Secondary Certificate, the article reviewed the conditions of admission in the literary, scientific and mathematic branches and in the Faculty of Applied Arts, mentioning the faculties wherein the Higher Council for Universities may determine the numbers of students who would be enrolled from each branch in each faculty.

Conditions of admission in respect of holders of equivalent certificates are also mentioned in the article.

80. Mustafa, Abdul Rahman, "Al-Qabul Bil-Jami'aat 'ala Asas Darajaat Al-Mawadd Al-Mutakhasisah", (Admission in Universities on the Basis of the Grades Obtained in Specialized Subjects), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8549, (May 25, 1977), p. 6.

In this article, the writer discussed the move by the People's Assembly's Committee for Education and Scientific Research for a re-consideration of the system of admission in universities to correspond to the quality of graduates needed by Egypt's economic development plan and to the universities' material and human possibilities, with due consideration to the number of students passing in the General Secondary examination.

The writer reported that the Committee insisted on linking the educational plan to the development plan in order to provide the semi-skilled and skilled labourers and the technicians and their assistants. He also explained the manner in which each of the foregoing categories could be trained.

The Committee's recommendations regarding the technologically specialized universities and academic text books and regarding the provision of the required teaching bodies and the creation of a student welfare fund were also reported by the writer.

Likewise, the writer referred to the topics studied by the Committee before winding up its session, which included the teaching of religion as a matter of supreme importance, the development of nurseries and kindergarten being a prerequisite for improving the standard of education and the coordination between technical education on the one hand and training and labour requirement on the other.

81. Soliman, 'Abdul Aziz, "Nizam Al-Qabul fil-Jami'aat Yajib an Yashtarik Al-Talabah fi Tahdidih", (The System of Admission in Universities; Students Should Take Part in Determining it), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8575, (June 2, 1977), p. 5.

Following an introduction on the season of admission in university and how it affects parents, students, institutions, Ministries and all competent bodies concerned with student affairs, university affairs and state affairs, the writer underlined the need for and the importance of developing the system of admission in universities, showing the manner in which such development could be attained.

Explaining the bases for and methods of such development, the writer said that students should have a system whereby they can select their proper faculties. He also added that they should be permitted to move from one provincial university to another.

Concluding his article, the writer advanced some suggestions aimed at reaching an ideal method whereby the system of admission in universities could be renewed.

82. El-Sebaei, Labib, "Al-Qabul Al-Jughrafi Bil-Jami'aat Wa-Mushkilat Al-Ightirab; Qadiyyah Jami'iyyah", (Geographical Admission in Universities and the Problem of Expatriation; A University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 524, (June 15, 1977), pp. 42-43.

After mentioning that the establishment of the University of Assiut in Upper Egypt has given rise to the idea of enrolling students in universities according to geographical considerations, the writer interviewed the President of Cairo University who explained this idea, expounded on its aims and showed how it does away with the problem of expatriation from which university students suffer.

The writer then reviewed the system proposed by the President of Cairo University to put this idea into practice, saying that geographical zones should be determined for each university and students would select their respective faculties according to their geographical affiliations.

Likewise, the writer interviewed the Presidents of 'Ain Shams and Zagazig Universities on this idea and on the procedure for putting it into practice, concluding his article with an interview with the Director of University Admission Coordination Office who showed the difficulties which would face the implementation of this idea.

Faculty of Social Service

83. 'Abdul Razek, Karima, "Ta'deel Nizam Al-Qabul Bi-Kulliyat Al-Khedmah Al-Ijtima'iyyah", (Changing the System of Admission in the Faculty of Social Service), "Al-Akhbar" newspaper, 25th year, Issue No. 7779, (May 23, 1977), p. 7.

After reporting that the University of Helwan has decided to change the system of admission in the Faculty of Social Service, the writer described the basis on which the new system would be founded, such as the holding of personal interviews and the fulfilment of the condition of bodily efficiency of candidates.

The writer then indicated to the provisions contained in the Faculty's new regulations, such as the abolition of some subjects and the introduction of other new subjects, mentioning as well the subjects taught in post-graduate studies and the syllabus for the first and second years of the M.A. Section and adding that a diploma would be introduced as from the forthcoming academic year.

The conditions of admission are listed at the end of the article.

Students - Evaluation

84. El-Ashwah, Mohamed Moukhtar 'Ali, "Taqweem Tullab Kulliyat Al-Tarbiyah fi Ta'leem Al-Maharat Al-'Amaliyyah Al-Lazimah Li-Tadrees Al-Kimiaa", (Evaluation of Faculty of Education's Students as to Acquiring the Practical Skills Necessary for Teaching Chemistry), Cairo, Department of Curricula, Faculty of Education, 'Ain Shams University, 1977, 177 pages.

- Dissertation submitted to the Curricula Department of the Faculty of Education, 'Ain Shams University for obtaining the degree of M.A. in Education.

This dissertation consists of six chapters.

The first chapter states the subject under discussion, indicates its importance and scope and explains the methods, tools and scientific terms used in the research.

Chapter 2 defines practical skills and shows how they are acquired and evaluated.

The third chapter specifies the practical skills necessary for teaching chemistry, while the fourth indicates the manner in which the method of student evaluation in the skills needed for chemistry teaching is built up. In this respect, the writer relates earlier attempts to prepare evaluation cards, showing how such cards are compiled and utilized.

In the fifth chapter, the writer described the method used by him for evaluating students of the Faculty of Education in the practical skills needed for teaching chemistry, showing how he selected his samples, how the evaluation procedure was carried out and how the results were assembled and subjected to statistical analysis.

The sixth and last chapter contains an outline of this research as well as a review of the results, recommendations and suggestions reached by the writer. A number of topics emanating from this research were suggested by the author for further elaborate research.

The dissertation ended with a set of Arabic and foreign reference books consulted by the author.

85. El-Shirbini, Zeinab Mohamed Ali Helmi, "Taqweem Tullab Kulliyyat Al-Tarbiyah fi Jumhuriyyat Misr Al-'Arabiyyah fi ba'd Maharat Tadrees Al-Lughah Al-Injliziyyah", (Evaluation of Faculty of Education Students in the Arab Republic of Egypt in some Skills Related to the Teaching of English Language), Cairo, Department of Curricula, Faculty of Education, 'Ain Shams University, 1977, 445 pages.

- Dissertation submitted to the Curricula Department of the Faculty of Education, 'Ain Shams University for obtaining the degree of M.A. in Education.

This Dissertation consists of eight chapters.

Chapter 1 discusses the topic chosen for this research, indicates its significance and scope, explains the method of research and defines the terms used by the writer.

The second chapter relates the teaching skills, explains their concept and indicates the basis for their determination.

Chapter 3 lists the teaching skills required for a teacher to teach English in Egypt, while the fourth chapter indicates the method for evaluating English language teaching skills, with a review of the earlier attempts made to study such evaluation.

Chapter 5 is concerned with a lengthy discussion on the teaching skills of English language.

The sixth chapter explains the manner in which a programme is worked out for training on a certain teaching skill, specifying the skills covered by the programme, the general idea of the programme and its method, with an explanation of the formulation of such programme and the preparation of its contents.

Chapter 7 indicates the manner in which the programme is put to experimentation and the results obtained from training pursuant to such programme.

The eighth and last chapter contains an outline of the research and a set of suggestions and recommendations dealing with the aims and programmes of evaluation, methods of teaching and systems and policies of practical training and, in addition, the writer suggested some related topics which could be expounded in future research work.

A list of bibliographical references used by the author, in Arabic and foreign languages, is given at the end of the dissertation.

Teaching Bodies

86. Haggag, 'Abdul Fattah, "Mu'allim Al-Jami'aah; Abraz Simatihi Al-Mihniyyah, Wal-Ijtima'iyyah Wal-Nafsiyyah", (The University Professor; His Main Features, Professionally, Socially and Psychologically), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 3, (June 1977), pp. 34-39.

After enumerating the aims of the university as an institution which provides opportunities of interaction between students and professors and after reviewing the aims adopted by universities in order to become more progressive and liberal, the writer moved to an explanation of the traditional role of a university professor.

The writer went on to explain the major tasks of the university professor, emphasizing his continuous efforts to become more thorough and up-to-date in his field of specialization, saying that a professor should acquaint himself with the cultural pattern and characteristics of his community and should also understand his students and study their needs and problems.

Concluding his article, the writer explained how a fully-trained and qualified university professor may be created, pointing in this connection to the role of the Supreme Council of Universities in training and qualification.

FINANCIAL AND ADMINISTRATIVE AFFAIRS

87. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 75 of April 28, 1977 Laying Down Rules and Regulations for Expenditures from the Appropriations Allocated for the Payment of Remunerations and Expenses Connected with the Sports and Cultural Activities of the Administrations of Physical and Cultural Education and the Directorates of Education in Governorates", Cairo, Cabinet of the Minister, Ministry of Education, 1977, 13 stencil pages.

The Resolution consists of four articles followed by the Regulation which comprises forty three articles.

The first article of the Resolution determines the bodies responsible for the implementation of the Regulation. Article 2 specifies the appropriations available; while the third article repeals and supersedes Ministerial Resolution No. 172 of 1972 and the fourth lists the various agencies vested with the task of implementing the Regulation.

The Regulation itself follows. It consists of three parts, the first of which contains the first 22 articles dealing with remunerations. It lays down the prerequisites for granting remunerations and prescribes the procedure for their payment to the personnel of camps and picnics, lecturers in training sessions, personnel in charge of examinations, supervisors of physical training centres, summer clubs and summer resorts, trainers, personnel seconded to fields of social activities, swimming pools, research work and statistical surveys, and personnel in charge of sports and social contests, boy scouts and girls guides.

The second part comprises the following eleven articles and reviews the activities where expenditures are made, the conditions for the payment of remunerations to referees in athletic tournaments and the rates of such payments. It also fixes the subscription fees payable to clubs and associations and sets forth the conditions for issuing men and women trainers with uniforms.

The third and last part contains general rules on the instances in which approval for expenditure is sought from the Ministry's Undersecretary or First Undersecretary. It defines the duties of the financial representative or the man entrusted with the implementation of the programme and the body applying for money. The procedure for controlling expenditures is also described.

FOREIGN LANGUAGES

Primary Schools

88. Fayed, Mahmoud 'Abdul Latif, "Rifqan Bi-Atfalina", (Have Sympathy over Our Children), "Al-Ahram" newspaper, 103rd year, Issue No. 33052, (June 8, 1977), p. 9.

After reviewing the recommendation of the People's Assembly's Education Committee on teaching English in the primary stage, the writer showed the impact of such teaching on the pupils' level in Arabic, comparing between the conditions and circumstances of the advanced private schools which teach two languages and those of Governmental schools.

The writer went on to relate his own experience when he taught in a foreign language school, showing the bearing of teaching a foreign language on the pupils' level in Arabic.

Concluding his article, he insisted that the opinion of those actually engaged in the field should be taken into account when any decision affecting teaching is contemplated.

HISTORY

Teaching of

89. Dunia, Hamed, "I'adat Tadrees Tareekh Al-Harakah Al-Wataniyyah", (Teaching the History of the National Movement Anew), "October" magazine, 1st year, Issue No. 29, (May 1977), pp. 60-61.

In an introduction to his article, the writer described how teaching is influenced by the political, social and economic factors of the society saying that the pre-May 15 society in Egypt was clearly reflected on teaching, whether as to its volume or as to its content.

Talking about the subject of history in particular, the writer questioned its accuracy in reflecting the true historical glories and national movements of Egypt. It is for this that the State decided, following the Rectification Revolution of May 15 to establish a Committee for re-writing history and for drawing a true and accurate picture of Egyptian historical facts.

The writer then moved to university education saying that the subject of history was taught in a prejudiced manner until the Rectification Revolution came on May 15, 1971 and corrected the country's entire direction, making law supreme and sovereign.

ILLITERACY

90. Hussein, Mansour, "Al-Ummiyyah Wal-Tanmiyah", (Illiteracy and Economic Development), "Sahifat Al-Maktabah" (Library Magazine), 9th year, Issue No. 2, (April 1977), pp. 7-12.

At the beginning of his article, the writer gave a historical synopsis of the war against illiteracy in Egypt during the last fifty years, indicating the stages through which it has passed and showing how it relates to the country's productive, social and political activities within an overall development movement. He also mentioned the efforts which the State has exerted and is exerting to fight illiteracy, pointing in this respect to the obstacles it had faced which prevented it from realizing its aims. The reasons for these obstacles are given by the writer.

He then reviewed the new approaches by which the State, like all other developing states, is facing the serious nature of the problem of illiteracy, indicating the means through which the desired aims could be achieved.

Here, the writer dealt with the functional eradication of illiteracy, indicating its concept, method of application and problems encountered. He also dealt with the selective method for fighting illiteracy, mentioning the productive locations which have selected this method.

He dealt as well with the sectional method for fighting illiteracy whereby members of the sector undertake to fight illiteracy. He explained the aims contemplated, the manner in which the task of eradicating illiteracy is carried out and the plans laid for the development of the sector's community.

Discussing perpetual education, the writer described its role in attaining the aims of rural development and its importance in linking education to practical life and to the constantly renewing types of education.

Concluding his article, the writer related the vital considerations needed by the State in order to overcome the problem of illiteracy as soon as is expediently possible.

LEGISLATIONS, LAWS AND REGULATIONS

See: 10, 11, 12, 48, 56,, 57, 77, 82, 92, 93, 104

MATHEMATICS

91. A.R.E., Ministry of Education, Cabinet of the Advisor for Mathematics, "What is New in Mathematics During the School Year 1976/77", Cairo, 1977, 2 typewritten pages.

-Report submitted to the Agency for Educational Documentation for the preparation of the annual report on the development of education in A.R.E. in 1976/77.

Following a review of the changes introduced in the curricula of mathematics in the various stages of education, the report described the experiment carried out in some secondary schools to teach modern mathematics. According to the report, the changes introduced have necessitated the preparation of new text books or the addition of new chapters to the text books currently in use.

Commenting on the new system of branches whereby third year secondary was divided into literary, mathematical and scientific branches, the report showed how such branching has resulted in a re-consideration of curricula in general and a re-distribution of curricula on the three branches.

Dealing with the experiment of modern mathematics, the report said that committees have been assigned to evaluate this experiment with a view to determine its pros and cons, whether in curricula or in teaching methods or in teacher training.

As regards teacher training, the report suggested a number of devices for training teachers on the newly-introduced curricula. It also reviewed the new trends in preparing the question sheets in public examinations, stressing the need for sending teachers abroad on training scholarships.

MINISTRY OF EDUCATION

Administration

92. A.R.E., Legislations, Laws and Regulations, "Ministerial Resolution No. 83 Dated May 9, 1977 in Connection with the Distribution of Employees on the Ministry's Main Offices", Cairo, Cabinet of the Minister, Ministry of Education, 1977, 59 stencil pages.

This Resolution consists of four articles followed by tables indicating the distribution of the Ministry's personnel on the various machineries of its Main Offices.

Article 1 indicates the manner in which employees are assigned in adequate numbers to each of the Ministry's machineries at its Main Office.

The second article specifies the manner in which any shortage in staff, if any, may be offset and also the manner in which any surplus employees encountered in any department may be re-distributed.

Article 3 sets forth the conditions for the permanent assignment of the financial personnel to the jobs they actually perform.

The fourth article specifies the responsibility for the implementation of this Resolution and fixes its effective date.

Tables appended to the Resolution determine the number of personnel assigned to each of the following Administrations and agencies: Sector of the Minister's Cabinet and Cabinet of the Deputy Minister, Sector of Planning and Follow-up, Sector of Primary Education, Sector of Preparatory and Secondary Education, Sector of Technical Education, Sector of Central Services and Foreign Relation and Sector of Financial and Administrative Affairs.

MOSQUES

93. Abaza, Ibrahim Dusuqi, "Al-Masajid Marrah Ukhra", (Mosques, Once More), "Al-Akhbar" newspaper, 25th year, Issue No. 7771, (May 13, 1977), p. 3.

After relating the role of mosques in matters of worship and education throughout Islamic history and showing their impact on the scientific and cultural enlightenment eversince the dawn of Islam, the writer spoke of their present role which is confined to the performance of religious rites and the delivery of Friday sermons.

He pointed to the contributions which mosques could make in order to educate the children of Muslims and overcome the present shortage in the number of schools and in the space needed for concluding panels of discussion and lecturing halls.

Concluding his article, the writer urged Muslim scholars to revive mosques through holding discussion groups and delivering lessons, adding that mosques should be provided with libraries offering a wide range of reading material in all arts and culture.

PHILOSOPHY AND EDUCATION

Secondary Schools and Men and Women Teacher Training Colleges

94. A.R.E., Ministry of Education, Cabinet of the Advisor for Philosophy, "*Report on the Philosophical Subjects and Civics in the General and Technical Secondary Education and in Men and Women Teacher Training Colleges for the Academic Year 1976/77*", 2 typewritten pages.

- Report submitted to the Agency for Educational Documentation and Information for the preparation of the annual report on the development of education during 1976/77.

A review is made in this report of the steps taken to develop the curricula of philosophy and civics in general and technical secondary education and the curricula of educational principles and psychology in men and women teacher training colleges.

The report also reviews the changes introduced in teaching methods, educational aids and text books dealing with these subjects and the resulting need for developing the fashion in which examination questions are prepared and for issuing a teacher's guide.

Furthermore, the report deals with technical guidance and supervision as they relate to philosophical subjects and civics in compliance with the recommendations adopted on a nation-wide level by educational conferences. Pursuant to these recommendations, training programmes were conducted for the inspectors of philosophy, civics and psychology in general and technical secondary schools and men and women teacher training colleges.

The report further reviewed the guidelines adopted in connection with the teaching of these subjects.

Lastly, the major problems encountered in the process of developing these subjects were reviewed together with the methods utilized for overcoming them.

PHILOSOPHY OF EDUCATION

95. Deif, Shawqi Abdul Salam Gad, "Fikr Ismail Mahmoud El-Qabbani Al-Tarbawi Wa-Atharuhu 'ala Tatawwur Al-Tarbiyah Wal-Ta'leem fi Jumhuriyyat Misr Al-'Arabiyyah", (The Educational Philosophy of Ismail Mahmoud El-Qabbani and its Impact on the Development of Education in the Arab Republic of Egypt), Assiut, Department of Educational Principles, Faculty of Education, Assiut University, 1977, 386 pages.

- Dissertation submitted to the Department of Educational Principles, Faculty of Education, University of Assiut for obtaining the degree of M.A. in Education.

In an introduction to his dissertation, the writer stated the aims of his research and defined his assumptions, scope, method and plan, giving an outline of the earlier research dealing with the same subject.

The text of the dissertation itself falls into two parts subdivided into six chapters.

Part 1, which contains the first and second chapters, deals with the educational concepts of Ismail Mahmoud El-Qabbani. While Chapter 1 indicates the influences to which El-Qabbani was exposed in formulating his educational philosophy and further reviews his background, the political, economic and social circumstances in Egypt and the foreign educational theories which had their bearing on El-Qabbani, Chapter 2 analyses Ismail El-Qabbani's educational philosophy, dealing with his democratic approach, experimentation in education, quality vs. quantity in education, interrelationships between the society and the school and Ismail El-Qabbani's philosophy as it relates to psychology.

Part 2, which comprises the remaining four chapters, deals with Ismail El-Qabbani's philosophy of education in actual application. Chapter 3 is concerned with education in the first stage, the development of its systems prior to the emergence of El-Qabbani's philosophy and the conditions of primary education following the laws issued under the influence of El-Qabbani's educational philosophy.

General and technical secondary education is dealt with in Chapter 4 which compares the conditions of this type of education before and after the emergence of El-Qabbani's philosophy.

In the fifth chapter, the author dealt with teacher training and showed the role played by Ismail El-Qabbani in the development of training policies and programmes.

The dissertation ended with Chapter 6 which contains the conclusions and recommendations reached by the author.

In his final conclusions, the writer called for the abolition of the present duality in general and religious education, the revision of curricula in such a fashion as to arouse effective interest on the part of pupils, the elimination of the present anxiety and fear accompanying examinations, the adoption of a policy of selectiveness in secondary education, the consolidation of the system of decentralization in educational administration, the adoption of a system of experimentation in education, the taking of expedient measures to adopt the system of 9-year or 8-year school and the amelioration of the standard of teachers in the primary stage.

The writer recommended that certain studies be carried out in this field.

Concluding his dissertation, he listed his Arabic and foreign reference books consulted in the course of his research.

96. Saleh, Ahmed 'Ezzat Osman Ahmed, "Athar Al-Fikr Al-Dimoqrati 'ala Ta'leem Al-Marhalah Al-Ula fi Misr fil-Fatrah min 1922 ila 1952", (The Impact of Democratic Concepts on the First Stage of Education in Egypt during the Period 1922-1952), Assiut, Department of Educational Principles, Faculty of Education, Assiut University, 1977, 251 stencil pages.

- Dissertation submitted to the Department of Educational Principles, Faculty of Education, Assiut University for obtaining the degree of M.A. in Education.

This research, as mentioned in its introduction, is a historical study of the development of democratic methods in the first stage of education in Egypt against a background of local political, social, economic and cultural considerations.

The dissertation is divided into six chapters.

Chapter 1 deals with the development of education in the first stage in Egypt during the pre-1922 period.

The second chapter is concerned with the Egyptian society during the period of semi-independence (1922-1952) and shows the political and economic factors which influenced the society.

Chapter 3 deals with the social factors whose influence during this period was strongly felt. Here, the writer describes the features of a class-divided society, the social problems of the Egyptian society and their causes, the social movements which unleashed the social structure of the Egyptian society, the influence of certain Western social movements during and before World War II and the impact of the social and democratic awareness on education in the first stage.

The fourth chapter reviews the cultural trends which had their bearing on education in the first stage. Here, the writer deals with the oriental conservative trends and the Western modernizing trend, giving a biographical review of the leading Egyptian thinkers of that period.

Chapters 5 and 6 demonstrate how the foregoing trends reflected on education in the first stage in Egypt during the period 1922-1952 and how they affected the qualitative and quantitative aspects of education in the first stage in the same period.

The dissertation ends with a bibliographical list of Arab and foreign books utilized in the research.

97. Ahmed, Lutfi Munib Barakat, "Ma'alim Falsafah Tarbawiyyah Lil-Fikr Al-Ishtiraki Al-'Arabi", *(Features of an Educational Philosophy for the Arab Socialist Ideology)*, Cairo, Department of Educational Principles, Faculty of Education, 'Ain Shams University, 1977, 229 pages.

- Dissertation submitted to the Department of Educational Principles, Faculty of Education, 'Ain Shams University for obtaining the degree of Ph.D. in Education.

The writer divided his dissertation into six chapters.

Chapter 1 states the problem under discussion, shows its educational significance and describes the method and blueprints of the research.

In the second chapter, the writer reviewed the available educational literature in the field of socialist ideology in Egypt, indicating how it relates to his study and showing the educational significance of such literature.

Chapter 3 is an attempt to trace the development of socialist thought in Egypt from the time of the Pharoahs down to the July 23, 1952 Revolution. It shows the factors which gave rise to socialist trends, giving the reasons for their failure. The writer also showed the characteristic features of socialist thinking in Egypt.

The fourth chapter reviews the philosophical bases of Arab socialist ideology in Egypt and presents a philosophical analysis of some of Egypt's educational problems.

In Chapters 5 and 6, the writer deals with certain educational principles within the framework of the educational philosophy, being: the principle of equality in educational opportunities, the principle of dissolution of educational differences, the principle of efficient educational planning, the principle of educating the community with a view to modernize and update it, the principle of perpetual education and, lastly, the principle of spiritual education.

In conclusion, the writer reviewed the recommendations and suggestions reached by him.

A list of reference books in Arabic and foreign languages is given at the end of the dissertation.

98. Al-Jayyar, Sayyed Ibrahim, "Falsafat Al-Tarbiyah Wa-Makanatuha min Al-Fikr Al-Falsafi Al-Mu'assir", (The Philosophy of Education and its Position in Contemporary Philosophical Thought), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 2, (April 1977), pp. 31-37.

Following a comparison drawn by the writer between traditional philosophy and contemporary philosophy, he explained the concept of education as propounded by some philosophers and discussed the analytical philosophy and the intellectual movement in the Twentieth Century, showing the function of a philosopher.

The writer then reviewed some questions related to analytical philosophy and explained the attitude of the philosophy of education vis-a-vis contemporary philosophical thought. He further explained the analytical method in the philosophy of education as developed by some philosophers.

Concluding his article, the writer advanced a suggestion for the development of an educational analytical philosophy based on fundamental issues emanating from the very nature of education and not derived from any other epistemological sources. Here, the writer reviewed a number of questions for the sake of determining a set of fundamental issues or axes for an educational analytical philosophy.

The writer also referred to other attempts made by philosophers of education in foreign universities which aimed at applying the analytical method to the philosophy of education.

99. 'Enan, Fatma, "Al-Madrasah Wal-Mu'allim fil 'Alam Al-Mu'assir", (The School and Teacher in the Contemporary World), "Al-Ra'id" magazine of teachers, 2nd year, Nos. 2 and 3, (June-September 1977), pp. 12-13.

Following an introductory note in which the writer talked on modern education as a process for an integrative building up of the individual, she explained the principal duties of the teacher in backing up the slogan of "State of Knowledge and Faith" and emphasized the need for modern technology in education and for linking knowledge to faith.

After reviewing the role of the Egyptian teacher in our present stage of construction and rehabilitation, the writer talked on the Teachers' Association (i.e. Syndicate), describing its pioneering role.

Concluding her article, the writer reviewed the contents of the Teacher's code of Honour laid down by the Teachers' Association.

PRIMARY EDUCATION

Problems of

100. 'Ouweis, Mus'aad Sayyed, "Al-Madrasah Al-Ibtidaiyyah Tatahadda Qillat Al-Imkaniyyat Al-Riyadiyyah", (The Primary School Challenges the Few Athletic Possibilities), "Al-Ra'ied" magazine of teachers, 2nd year, Issue No. 2 and 3, (June-September 1977), pp. 25-26.

After emphasizing the importance of physical education to pupils in the primary education and reviewing the problems faced by primary schools, the writer described how these schools could overcome the problem of scanty possibilities.

He went on to describe the role of an educational leader who specializes in seizing opportunities and surrounding circumstances to offer physical education programmes compatible with the age of each child.

The writer then explained the ways and means for benefitting by the possibilities available at the school or around it, showing how the problem of shortage in tools is overcome. Here, he reviewed a number of sports which could be engaged in under any circumstances.

Concluding his article, the writer asserted that these simple and non-costly methods are sure to succeed, adding that belief in the role of physical education is certain guarantee for surmounting the problems faced by it.

PRIVATE TUTORING

101. Hassan, Magdi Ahmed, "Zahirat Al-Durus Al-Khusisiyyah; Limaza Faradat Nafsaha?", (The Phenomenon of Private Tutoring; Why Did It Impose Itself?), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8502, (April 8, 1977), p. 5.

After pointing to the heavy material burden assumed by Egyptian families as a result of the wide-spread phenomenon of private tutoring, the writer explained the reasons which led to the spread of this phenomenon in the Egyptian society, mentioning the inflexibility of the educational system, the evils of the present system of examinations, the defects of the text books, the distribution of students on general or technical education on the sole yardstick of grades obtained in examinations, the density of classrooms and the adoption of a 2-shift system in using school buildings.

Following a review of the role of the teacher and the society in the spread of this phenomenon, the writer pointed to the measures deemed conducive to the abolition or alleviation of the toughness of this phenomenon. Here, he stressed the need for developing the system of education, re-considering the procedure for appointing teachers and issuing the necessary legislations and laws which would put an end to this phenomenon.

PUPILS

Insurance - Private Schools

102. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 73 Dated April 28, 1977 Regarding the Collection of a Health Insurance Premium from the Pupils in Private Paid Schools of General and Technical Education", Cairo, Cabinet of the Minister, Ministry of Education, 1977, 4 stencil pages.

This Resolution consists of eight articles in addition to an appended Regulation which prescribes the system established for expending proceeds of health insurance premiums.

Article 1 of the Resolution fixes the amount of health insurance premium to be collected from the pupils of these schools.

The second article describes the procedure for collecting the premium, while Article 3 lays down the conditions for appointing "Health Visitors" in these schools.

The fourth article describes the manner in which a Committee is formed in each Directorate of Education to supervise expenditures from the premium's proceeds.

Pursuant to Article 5, a scheme is to be initiated to support health care and medical services in private paid schools. This scheme would be supervised by the Directorate General of Private Education of the Ministry of Education. The Article also specifies a percentage of the proceeds of the health insurance premium which would be paid into this scheme.

While Article 6 is concerned with the implementation of the appended Regulation, Article 7 repeals Ministerial Resolution No. 288 of 1971 and the eighth and last article deals with the implementation and effective date of the Resolution.

The appended Regulation consists of six articles.

Article 1 and 2 explain the purposes of expenditure from the proceeds and lay down the rules of expenditure.

The third article indicates the remunerations payable to those engaged in the scheme, while Article 4 defines the purposes of spending the scheme's funds on health and medical care.

Article 5 defines the powers vested with the Scheme's Supervisory Committee while the six and last article describes the special services rendered by school health bodies.

SCHOOL ADMINISTRATION AND ORGANIZATION

Technical Schools

103. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 70 Dated April 20, 1977 in Connection with the Constitution and Functions of Technical School Boards (5-Year System)", Cairo, Cabinet of the Minister, Ministry of Education, 1977. 3 stencil pages.

This Resolution consists of five articles.

Article 1 deals with the manner in which Technical School Boards are constituted. Functions of these Boards are set forth in Article 2, while Article 3 fixes the date for Board meetings and indicates the role of the Board's Chairman and school principal in calling for this meeting.

The fourth Article provides for the repeal of any prior Ministerial Resolutions and Regulations dealing with the constitution and functions of School Boards.

The fifth and last article is concerned with the publication of this Resolution in the Official Gazette and its subsequent implementation.

SCHOOL HOLIDAYS

104. Shaheen, Mayy, "Afkar Lil-Kibar", (Ideas for Adults), "Al-Akhbar" newspaper, 25th year, Issue No. 7772, (May 15, 1977), p. 12.

Having enumerated the problems occasioned during the school year and showing how they affect pupils and parents, the writer reviewed the problems occasioned in summer vacations, showing how difficult it is for parents to persuade their children to fill their leisure time with reading.

She then reviewed some ideas adhered to by a group of parents to overcome the problems of summer holidays. She mentioned examples of occupations which keep boys and girls busy, emphasizing the importance of picnics, mixed gatherings and participation in club activities in doing away with the problem of leisure time from which pupils suffer during the summer holiday.

SCHOOL LIBRARIES

105. A.R.E., Ministry of Education, Directorate-General for Educational Activities, Ministry's Library, "Annual Report on the Library in 1976", Cairo, (1977), 5 stencil pages.

At the beginning of the report a historical review of the Ministry of Education's Library is given, describing its establishment, development, bibliographical system adopted and major functions performed by the Library.

It went on to review the Library's accomplishments in 1976, mentioning the Library's budget as compared to the figures of the preceding year, the type of books purchased, whether Arabic or foreign, the services rendered during the period under discussion, the movement of internal and external borrowing of books, the number of visitors and the number of books received complimentarily by the Library.

The report also listed the scientific magazines which the Library receives on a subscription basis and which are prohibited from external borrowing.

In conclusion, the report described the efforts made by the Library to promote its activities and to ensure its development into a highly specialized library.

SCHOOL THEATRE

106. Fathallah, Sanaa, "Al-Masrah Al-Madrasi Wa-Daf'ah Mutafaiylah", (School Theatre and an Optimistic Drive), "Al-Akhbar" newspaper, 25th year, Issue No. 7785, (May 20, 1977), p. 9.

At the beginning of her article, the writer commented on the training programmes organized by the Ministry of Education in collaboration with the Ministry of Culture, whereby training on dramatics would be made available to the staff employed by the two Ministries' theatrical agencies and the Governorates' Educational Administrations and Directorates as well as the directors of "Cultural Palaces", saying this is an initial step towards the promotion of school theatres.

She went on to indicate how the cooperation between the Ministry of Education and the Ministry of Culture in this field would result in incorporating dramatics in the schedules of primary and preparatory schools.

After reviewing the conditions of enrollment in this training programme and mentioning its duration and the dates of its commencement and closing, the writer mentioned the subjects to be studied by candidates enrolled in the programme, pointing to the vital importance of research papers which each student would be required to write before the close of the training programme.

SCHOOL YEAR

107. Qotb, Youssef Salahuddin, "Muddat Al-'Aam Al-Dirasi", (Length of the School Year), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 2, (April 1977), pp. 5-7.

After reviewing the Resolutions issued by the Ministry of Education for ensuring that all schools observe regular attendance and systematic study until the end of the school year, the writer explained the reasons which justified the issuance of these Resolutions. He also explained the outcome of the survey conducted by the National Council for Education, Scientific Research and Technology in connection with the length of the school year.

108. Abdul Wahhab, Mahmoud, "Khamsat Ashhur faqat Wa-Intaha Al-'Aamm Al-Dirasi", (The School Year Ended After only Five Months), "Al-Akhbar" newspaper, 25th year, Issue No. 7766, (May 8, 1977), p. 5.

To prove how short the school year is, the writer began his article with a count of the intervening holidays, giving the actual date on which schools ended and comparing such date to the one fixed by the Ministry of Education for the close of the school year.

Showing the danger of this phenomenon on Egyptian education, the writer drew a comparison between the situation in Egypt and the practice of Japan, mentioning the length of the school year in both countries and indicating the difference in the weekly number of school hours and in student accomplishment between Egypt and Japan.

After pointing to the steps to be taken for rectifying this situation, the writer emphasized the need for developing curricula, explained the aims of such development and showed, in conclusion, the importance of the desired reforms in building up good citizens and in establishing the Egyptian Fatherland.

SCIENCES

Curricula of

109. Ibrahim, Saber El-Dimirdash, "Talawwuth Al-Bi'ah Wa-Kayfiyyat Mu'alajatihi fi-Manahij Al-'Ulum; Talawwuth Al-Hawaa", (Environmental Pollution and how to Deal with it in the Curricula of Sciences; Air Pollution), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Vol. 2, (April 1977), pp. 86-92.

After pointing to the elements of pollution of the human environment, the writer reviewed the points which formulators of the curricula of sciences in the primary and preparatory stages could incorporate in the curricula where they deal with air pollution in the Egyptian environment.

The writer went on to deal with the sources and types of air pollution in the Egyptian environment, mentioning the direct and indirect dangers resulting from pollution and indicating the importance of keeping pupils aware of the efforts which are exerted or which need to be exerted to guard against air pollution in Egypt.

He also reviewed the suitable activities which curricula should provide and in which pupils in the final years of the primary stage should engage in the course of studying organic air pollution: Review is also made of the activities which children in the primary stage, especially those living in industrial areas, should carry out.

SECONDARY EDUCATION

Problems of

110. Tadrus, Haleem Farid, "Ib'idou Talamizat Dunlop min Wizarat Al-Ta'leem", (Expel Dunlop's Disciples from the Ministry of Education), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8507, (April 13, 1977), p. 5.

Commenting on the new system of branches introduced in the secondary stage of education, the writer showed the similarities between this system and the one which was in practice until the early 1950's. He reviewed the pillars on which this new system rests showing to what extent they bear similarity to the pillars of education known under the colonial rule in Egypt (when the British Mr. Dunlop was in full control of the Ministry of Education).

The writer went on to show the evils of a secondary system based on memorization and the evils of considering this stage of secondary education as a stage of specialization, supporting his argument with the conclusions contained in the report of the American Committee formed to re-organize college education and the report of the International Committee on Education Development, better known as the Edgard Faure report.

Concluding his article, the writer called for injecting fresh ideas in any specialized committee, council and centre in order to ensure that education is developed along the lines of the new concepts of our age.

STUDENTS

Admission of

111. Mustafa, 'Abdul Rahman, "I'adat Al-Nazar fi Nuzum Al-Qabul Bil-Madaris Wal-Ma'ahed Wal-Jami'aat 'ala Asas Al-Raghabat Wal-Muyul", (Reconsideration of the Systems of Admission in Schools, Institutes and Universities in the Light of Desires and Aptitudes), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8545, (May 21, 1977), p. 6.

In this article, the writer reviewed the recommendations adopted by the People's Assembly Youth Committee in connection with the systems of admission in schools and universities. He also reviewed some gaps in the present practice of admission, showing how these gaps may be eliminated.

Other subjects dealt with in the article are distinction in athletics and social activities, rules of enrollment in postgraduate education and the general policy towards physical education pursued in the sector of education.

Concluding his article, the writer reviewed the Committee's recommendations on extending care to the young workers in factories and companies.

SUCCESS

112. Hashem, Ahmed, "Al-Wasaya Al-Sab' Lil-Najah", (The Seven Commandments for Success), "Akhbar Al-Yom" newspaper, 25th year, Issue No. 777, (June 25, 1977), p. 4.

The writer began his article with an indication of the dimensions of success from the point of view of psychology, giving the causes for success and the basic points which one should pass in order to attain the target of success.

He went on to say that the target should be clear in the mind of the pupil, mentioning the motives which intensify the individual's activities.

Following an explanation of the manner in which a pupil could divide his effort and make use of his senses in ensuring that his lessons are fixed in his mind, the writer said that pupils should give themselves breaks and profit from these intervals of rest.

The writer went on to explain how lessons could be comprehended and retained and how free association of ideas takes place.

He then dealt with the problem of forgetfulness, indicating the remedies for it and concluded his article with a talk on absentmindedness, showing how it adversely affects memorization and mentioning the means for overcoming it.

TEACHER TRAINING

113. El-Shafei, Ibrahim Mohamed, "Limaza Nusirr 'ala I'taa Al-Mu'allim 'Ilman Aqall min Zumalaihi?", (Why do we Insist on Giving Teachers less Education than their Colleagues?), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 2, (April 1977), pp. 27-30.

Commenting on teacher training at various levels, the writer observed that teachers (in Egypt) are given less knowledge than their counterparts (abroad) who reach the same level of education and receive the same degree.

He mentioned examples of the very little knowledge given to teachers, whether as to quantity or as to quality, mentioning two apparent causes for this phenomenon and indicating what should be done to remedy this situation.

After mentioning the true reason for denying teachers the right to equality with their counterparts, and describing the status of a teacher when Egypt was subjected to colonial rule, the writer came out with suggestions which, in his opinion, would help in doing away with this phenomenon.

TEACHERS

Qualification - Primary Schools

114. A.R.E., Legislations, Laws, Regulations ... etc., *"Ministerial Resolution No. 108 Dated June 23, 1977 in Connection with the Complementary Academic and Educational Qualification of Teachers, Headmasters and Inspectors of the Primary Stage"*, Cairo, Cabinet of the Minister, Ministry of Education, 1977, 6 stencil pages.

This Resolution consists of four chapters comprising 19 articles.

Chapter 1, which embraces the first eight articles, sets forth the conditions and procedures for admission and specifies the classes in men and women teacher training colleges which are suitable for the enrollment of teachers according to the qualifications of each. It also specifies the terms and conditions for enrollment as external students and for the examination of these external students.

Chapter 2, which comprises the next four articles, describes the system of examination in these studies and specifies the fees payable by candidates sitting for annual or diploma examinations. It also mentions the subjects from which students are exempted and prescribes the conditions for sitting for examinations.

The third chapter, consisting of Articles 13 and 14, deals with disciplinary penalties and the conditions for registration for the second time.

The fourth and last chapter, which embraces the last 5 articles, consists of general rules regarding the holidays granted to teachers to enable them to sit for annual or diploma examinations and also regarding the density of classes in these studies.

The rules provide for the publication of the Resolution in the Official Gazette and specify the date of its coming into force.

Transfer of

115. 'Izzeddine, Youssef, "Qawa'id Naql Al-Mudarriseen Wal-Mudarrisat Al-Mughtaribeen fil-Marhalah Al-Ibtidaiyyah", (Rules for Transferring Primary School Teachers and Mistresses away from their Native Countries), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8552, (May 28, 1977), p. 6.

The writer reviewed the circumstances under which teachers and mistresses are transferred, saying that the desires expressed by them were granted in order to put an end to the phenomenon of placing a teacher away from his own native country and to make teachers feel a measure of stability enabling them to devote all their energy to the educational process.

He also reviewed the terms and conditions under which these transfers were made with few exceptions.

The writer mentioned the locations and regions where educational personnel are granted expatriate allowances. He also reviewed the elements taken into consideration at the time of transferring headmasters and headmistresses, listing the conditions to be fulfilled by each.

TEACHERS OF PHYSICAL SCIENCES

116. Mikhail, Nazmi Hanna, "Mu'allim Al-'Ulum Al-Tabi'iyyah; Ahdaf 'Amalihi Wa-Wasaiyl Tahqiqiha", (The Teacher of Physical Sciences; Aims of his Works and Methods of Achieving Them), Assiut, Al-Najah Bookshop, 1977, 33 pages.

In the first chapter of his book, the writer defined physical sciences and described their characteristics, significance, aims and methods of discovery, invention and problem solving.

Chapters 2 and 3 deal with the interaction between science and the society through the material impact of science on society as well as the type of education offered by the society to its individuals, with an indication of the role of the teacher of sciences in such impact.

In Chapter 4, the writer dealt with the function of the science teacher and the considerations from which the teacher derives his importance in the educational machinery. He further dealt with the teacher's characteristics and methods of training, explaining the present condition of training.

Chapter 5 defines the aims of science teaching and the criterion for measuring its effectiveness.

In the sixth chapter, the writer deals with the methods whereby the teacher organizes the scientific course. He relates the criticism directed against these methods and explains the problem-solving method.

The seventh and eighth chapters are devoted to methods of science teaching and show the advantages and disadvantages of each, whether such methods depend on the spoken language or on experimentation and practical studies.

In his ninth chapter, the writer deals with programmed education and education through the television, being modern methods for science teaching.

The tenth chapter deals with other activities and methods related to science teaching, such as chalk blackboards, demonstrative forms, slides, films, science clubs and societies and scientific exhibitions.

In conclusion, the writer deals with the aims, bases and methods of evaluation in science teaching, showing how evaluation helps in achieving the aims of this school subject.

A bibliographical list of Arabic and foreign books is published at the end of the book.

TEACHING BODIES

How to Overcome Shortage

117. Saleh, Ahmed, "Al-Qitaa' Al-'Aamm Wal-Qitaa' Al-Khass fi Azmat Hayaat Al-Tadrees", (Public Sector and Private Sector in the Problem of Teaching Bodies' Shortage), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 522, (May 15, 1977), pp. 26-29.

The writer began his article with a description of the magnitude of the problem of shortage in Egyptian universities' teaching bodies, showing how this problem affects university education in the country.

Turning to Egyptian private scholars who were studying abroad either on private scholarships or at their own expense, the writer showed the role they could play in solving this problem.

According to the writer, Egyptian private scholars refuse to return to the service of their Motherland after they complete their studies abroad for a variety of reasons, mainly: non-recognition in Egypt of a large number of foreign certificates owing to the difficulty of assessing them and equating them with corresponding Egyptian high certificates, the red-tape preceding appointment in Egyptian universities and higher institutes, the economic factors represented in the scholar's inability to pay the customs duties levied against his personal effects, the difficulty of locating a suitable dwelling and the social factors represented in private scholar's claim to be treated on the same level as his colleague who was enjoying a governmental scholarship as to seniority in appointment and in promotion.

TEACHING METHODS

118. 'Abdul Latif, Ahmed, "Ittijahat Tarbawiyyah nahwa Tariqat Al-Ta'leem fil-Dirasah", (Educational Trends towards a Teaching Method for Studying), "Al-Ra'id" magazine of teachers, 2nd year, Issue No. 2 & 3, (June-September 1977), pp. 14-15.

In dealing with performance as a means for communicating knowledge, the writer mentioned both the "project method" and the "whole method" and discussed the relation between the teacher and the students, showing the difference between improvisation and renewal.

The writer then dealt with experience as put to practice, stressing the need for involving students in the lesson and for the teacher to prepare his lessons and his remarks before discussing them in the classroom.

He went on to explain the meaning of guided training saying that this type of training should be repeated in different forms and emphasizing the need for positive training.

Concluding his article, the writer mentioned the"selection method" showing how it generates a spirit of competition between students.

TEXT BOOKS

119. A.R.E., National Centre for Educational Research, Committee for Developing the General Policy regarding the Preparation and Publication of Text Books, "Hawla Al-Wad' Al-Qayem Lil-Kitab Al-Madrasi fi Maddat Al-Tareekh", (Present Condition of the Text Book of History), Cairo, 1977, 7 stencil pages.

Following an introduction on the general philosophy of education and the importance of text books in teaching civics in general and history in particular, the report reviewed the present condition of history text books utilized in the primary, preparatory and secondary stages of education and in men and women teacher training colleges, showing their deficiencies, explaining the causes for such deficiencies and indicating the manner in which they are remedied.

The report also reviewed some recommendations which may be adopted in this respect.

120. Committee for Developing the General Policy Regarding the Preparation and Publication of Text Books, Cairo, May 1977, "Committee's Recommendations", Committee on General Education and Training, National Council for Education, Scientific Research and Technology, 1977, 6 stencil pages.

These recommendations fall into four parts.

Part 1 consists of recommendations on the factors influencing the standard and utilization of a text book, including recommendations on the technology of text book composition and preparation for each particular school subject and the testing of the book prior to its circulation.

Recommendations on the text book's auxiliary elements are set forth in Part 2. These deal with the development of teaching methods and systems of examinations, the preparation of a teacher's handbook, the procurement and preparation of specialized scientific magazines, the provision of reference books and booklets for pupil's use and the supply of educational aids.

The third part comprises recommendations on the technology of text book printing and publication, while the fourth and last part contains recommendations on text book economics.

Special recommendations are listed on copy right of text book authors, duration of copyright and remunerations payable to authors.

121. A.R.E., National Centre for Educational Research, Committee for Developing the General Policy Regarding the Preparation and Publication of Text Books, "Report on Books of Mathematics", Cairo, 1977, 8 stencil pages.

Dealing with text books of mathematics in the primary stage of education, the report described the present condition of text books as to the substance, content, style and language of the technical material contained therein. It also dealt with the pertinent educational aids and the production of text books.

Then follows general recommendations on the promotion of text books of mathematics in the primary stage.

Turning to text books of mathematics in the preparatory stage (dealing with modern and traditional mathematics), the report discussed their substance, content, form, production and printing.

General recommendations follow on the development and promotion of text books of mathematics in the preparatory stage.

Lastly, the report dealt with text books of mathematics in the secondary stage, giving recommendations aimed at developing them.

122. El-Sebaei, Iglal, "Report by the Committee of Social Sciences (Geography)", Cairo, National Centre for Educational Research, 1977, 13 stencil pages.

Following a description of the steps taken to undertake this study, the report singled out the geography text books used in third year primary and second year secondary to show their advantages and disadvantages.

Then followed an analytical survey of some geography text books used in Belgium, France and Czechoslovakia, showing how these books are written, the procedures taken for preparing them, their financing and distribution.

The report ended with a set of recommendations and suggestions which, if carried out, would ensure that geography text book appear in an admirable form. These recommendations and suggestions cover the entire process of text book production, including composition, printing, illustrations and art work, volume, size and cover.

123. Naguib, Ahmed, "Iqtisadiyyat Al-Kitab Al-Madrasi", (Text Book Economics), Cairo, National Centre for Educational Research, 1977, 5 stencil pages.

Following an introduction on the efforts and expenses spent each year by the Ministry of Education in order to print the text books, the writer related the experience of France, the United Kingdom, Democratic Germany and some developing countries in this field, showing their practices in printing, publishing and distributing text books.

Reviewing the situation in Egypt where text books are distributed by the Ministry of Education, the writer came out with some suggestions aimed at producing well-printed text books which could be used and re-used more than once. He also mentioned some considerations which need to be taken into account when his suggestions are carried out.

Concluding his study, the writer referred to some objections which might be raised and some difficulties which could be encountered, proposing ways and means for surmounting these objections and difficulties.

Development of

124. Mohamed, Samah Rafi', "Report on the Evaluation and Development of Philosophy Text Books", Cairo, National Centre for Educational Research, 1977, 11 stencil pages.

In an introduction to his report, the writer dealt with philosophy text books which have been subjected to evaluation and mentioned the sources from which he compiled the material set forth in the report.

The writer then divided the report into two parts. The first part consists of an evaluation of the present conditions of philosophy text books. Here, he dealt with the academic material contained in the text books as to their substance, method of organization and presentation, style, language and behavioural and psychological orientation. In the same part, he dealt with the text book's educational aids, their form, printing production, theoretical and applied material contained therein and the manner in which these books are written and tested.

The second part of the report contains suggestions and recommendations aimed at developing philosophy text books as to their content, substance, academic material, organization and presentation of the subject matter contained therein.

125. A.R.E., National Centre for Educational Research, Technical Secretariat for Scientific Subjects, "Study of the Present Status of Text Books on Subjects of Developed Sciences Currently in Use in the Stages of General Education and how to Improve their Standard in Accordance with the Most Modern Contemporary Trends", Cairo, 1977, 34 stencil pages.

Following an explanation of the justifications for conducting this study, and after identifying the body which prepared its draft, the people who drew its general policy and those who conducted it and having explained its method and the publications consulted in writing it, the document proceeded to a series of evaluation processes of the text books currently in use in Egyptian schools.

Evaluation covered text books of developed sciences and health education used in the primary and preparatory stages of education, showing their advantages and shortcomings as to their scientific content, aiding facilities, form, printing production and deficiencies.

Other evaluations covered text books of developed physical sciences used in the first and second years secondary of the Scientific Branch, text books of biological sciences used in the same years and text books of physical and biological sciences used in the third year secondary during the school year 1976/77.

Lastly, the document carried suggestions and clarifications regarding the measures to be taken for the short and long term development of text books.

Preparation of

126. A.R.E., National Council for Education, Scientific Research and Technology, Committee on General Education and Training, "Recommendations of the Committee for Developing the General Policy Regarding the Preparation and Publication of Text Books", Cairo, 1977, 3 stencil pages.

This report comprises ten recommendations on the preparation and production of the text book.

These recommendations are distributed over six parts.

The first part, which deals with the composition and preparation of text books, consists of three recommendations.

Part 2, dealing with the testing and follow up of text books in actual practice, consists of three recommendations.

Part 3, dealing with the complementary elements of text books, Part 4 which deals with the auxiliary elements enabling the text book to perform its educational function, Part 5, which is concerned with the technology of text book printing and production and Part 6 which deals with text book economics, all consist of one recommendation each.

127. A.R.E., National Council for Education, Scientific Research and Technology, Committee on General Education and Training, "Report of the Committee for Developing the General Policy Regarding the Preparation and Publication of Text Books", Cairo, 1977, 27 stencil pages.

The first part of this report, which consists of five parts, deals with the present condition of text books in Egypt in general.

Following an introductory note on the function of text books, the report dealt with the present status of text books in Egypt, giving an evaluation of the role which official text books play in Egypt.

Part 2 contains an evaluation of specimens of text books used in the various stages of general education in Egypt. A review is made of the outcome of an examination and analysis conducted on some text books in fields of sciences, mathematics, civics, philosophy and French and English languages.

The third part reviews the factors which influence the standard and utilization of text books. In this connection, the report relates the factors pertaining to technology, composition and preparation of text books.

Part 4 deals with the complementary elements of text books. In this connection, the report mentions that teachers' handbooks are prepared in conjunction with the students' text books, covering all school subjects for each year of schooling. It also points out the impact of teaching methods, examination systems and text book printing and production technology.

The fifth and last part deals with text book economics, copyright, length of copyright period and remunerations paid to authors.

Printing of

128. A.R.E., Central Agency for Academic and Scholastic Text Books, "Suggestions in Connection with the Printing Production of Text Books", Cairo, 1977, 3 stencil pages.

A description is given in this document of the practical experiment of printing text books for universities and schools during the year 1976/77, with an indication of the technical problems encountered in connection with the production of these text books.

The document then reviewed the problems revealed by the experiment, mentioning the requirements by the Central Agency for Text Books in order to fully assume its responsibilities and pointing to the aims which would be fulfilled once a private press is established for the Central Agency.

Here, the document emphasizes the need for the Central Agency to be self-sufficient in producing all university and school text books, printing periodicals and demonstration material, re-printing foreign scientific and academic text books normally imported in foreign currency and printing a large number of books possessing a special nature, such as technical and scientific books.

Lastly, the document mentioned the funds that would be needed to achieve the contemplated aims.

129. El-Shebini, Abdul 'Aal, "Ikhraj Wa-Tiba'at Al-Kutub Al-Madrasiyyah", (Production and Printing of Text Books), National Centre for Educational Research, 1977, 9 stencil pages.

After reviewing the efforts deployed by the Central Agency for Academic and Text Books in the field of printing the text books needed for universities and schools and indicating the Agency's requirements in order to be capable in the future of producing text books with good printing and production, the document related the conditions which, if fulfilled, would guarantee the production of well-printed text books.

In this connection, it dealt with printing raw material, such as good paper and cover, ink, production techniques, size and dimensions of book, type face, clarity of pictures, illustrations and maps, occasions for inserting pictures and maps in the book, use of colour and, lastly, freedom from typographical errors.

Religious Institutes

130. El-Saqqa, Ahmed Hegazi, "Aslihu Kutub Al-Azhar", (Reform Al-Azhar's Text Books), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8512, (April 18, 1977), p. 5.

Following a review of the subjects studied by the students of Al-Azhar, the writer explained that these subjects represent a combination between sciences of religion and religious interpretation taught eversince the days of the Crusade Wars and secular subjects which are taught in the schools of the Ministry of Education. The writer concluded that this combination does injustice to students of Al-Azhar.

He went on to say that the text books taught in Al-Azhar, especially on religious subjects, need to be simplified and re-written in a clear and modern style.

Concluding his article, the writer gave a review of the problems which have been occupying Al-Azhar's religious scholars since 1961 and until this day and called upon the People's Assembly to take interest in these problems with the aim of devising solutions for them and endeavouring to reform and develop the text books used in Al-Azhar.

VOCATIONAL TRAINING

131. A.R.E., National Council of Education, Scientific Research and Technology, Branch of General Education and Training, "Education and Technological and Vocational Training", Cairo, 1977, 9 stencil pages.

At the beginning of this document, a list was given of the members of the Committee entrusted with the preparation of the recommendations on technological and vocational education and training. A review was made of this Committee's activities until its recommendations were adopted.

After defining the standards and specifications of labour structure in the Arab Republic of Egypt, the document reviewed the recommendations adopted by the Committee on the preparation of technicians, skilled labour, craftsmen and semi-skilled labour.

Other recommendations dealt with the preparation of teachers and trainers, curricula and text books, training, linking technological and vocational education and training with other educational stages, encouraging enrollment in technological and vocational education and training, financing problems, planning and supervision.

The document ended with a set of general recommendations.

YOUTH

132. Khandarisah, Selim As'ad, "Dirasah Muqaranah Li-Munazzamat Al-Shabab fi Suriyyah Wa-Misr", (Comparative Study of Youth Organizations in Syria and Egypt), Cairo, Department of Comparative Education and Educational Administration, Faculty of Education, 'Ain Shams University, 1977, 260 pages.

- Dissertation submitted to the Department of Comparative Education and Educational Administration, Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in Education.

This dissertation consists of seven chapters.

Chapter 1 underlines the significance of this research, states the problem under discussion, describes the method adopted by the author and defines the terms used in the research.

Chapter 2 deals with youth organizations in the world and describes the characteristics of youth.

In Chapter 3, the writer dealt with Arab youth, showing their characteristics and problems and indicating the measures taken to provide youth with care, listing the organizations undertaking this task in the Arab World.

The fourth chapter is concerned with the Youth Organization of the Syrian Arab Republic, while the fifth deals with the Youth Organization of the Arab Republic of Egypt and indicates its aims, organizational structure and role in the fields of politics, culture and other activities.

In Chapter 6, the author draws a comparison between Youth Organizations in Egypt and Syria.

The seventh and last chapter contains a set of recommendations and suggestions aimed at helping youth to develop their personality and provide them with everything that contributes towards their performance of the role expected from them.

A list of Arabic and foreign reference books consulted by the author in the course of the preparation of his thesis is appended.

133. Bahij, Mustafa, "Al-Ahzab Wal-Shabab", (Political Parties and the Youth), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8503, (April 19, 1977), p. 5.

The writer began his article showing to what extent the new political parties concern themselves with the youth with the hope of containing them. He stressed the importance of being conscious of the problems of youth and of benefitting from the lessons of the past in orientating them.

Following a review of the evils of the present curricula in schools and universities, the writer said these curricula are inadequate to meet the requirements of our age, adding that political parties should guide the youth both educationally and vocationally and direct them to acquire knowledge and learning. By so doing, political parties would help in offsetting the deficiencies of curricula and in qualifying young men to know themselves and their possibilities.

Concluding his article, the writer showed how youth orientation would result in creating a tremendous base of vigilant young men for the political parties.

134. El-Ghandour, Ulfat, "Hijrat Al-Shabab Mumkinah; Najah Al-Shabab Mumkin; Fa-Anta Tastati' an Takhdum Misr fi Ayy Makan", (Emigration of Youth is Possible; Success of Youth is Possible; You Can Serve Egypt Anywhere), "October" magazine, 1st year, Issue No. 33, (June 12, 1977), pp. 65-67.

The writer began her article with a description of the state of perplexity in which young men find themselves in the face of the problem of emigration, giving the views of fathers, mothers and the State regarding this problem.

Following a historical review of emigration and how it started in Egypt in 1959, the writer explained the stages through which this movement passed until 1973, indicating the causes which drove young men to venture on emigration in each stage and citing the opinion of young men and students who actually travelled and the views of Egyptian ambassadors accredited to the countries to which Egyptian young men emigrated.

The writer went on to suggest some ideas for emigration, showing the political role expected from Egyptian youth abroad.

Before concluding her article, the writer sought the views of girls on emigration and indicated the benefits which Egypt reaps from emigration and those reaped by the emigrants themselves.

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